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ABSTRACT

This collection of three instructional modules for use in high school social studies classes includes course descriptions for twenty-three units of study. The format followed presents basic notes to the instructor on the intended scope of the course, teaching perspective and related bibliographic sources. Conceptual diagrams are drawn and a teaching guide lists and suggests coordination of materials, concepts and activities for each unit. Instructional objectives which guide the instructional modules in aspects of desired cognitive, affective, and skill development are stated. Four appendices contain information pertinent to the development and evaluation of this social studies curriculum project. (Author/SHM)

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REVISED INSTRUCTIONAL MODULES FOR SENIOR HIGH SOCIAL STUDIES

Project #50-C

Summer, 1972

SO 005403

CEDAR RAPIDS COMMUNITY SCHOOLS

CR

Craig H. Currie

Superintendent

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The material, organization and ideas in this collection of social studies instructional modules were developed and edited by Cedar Rapids classroom teachers.

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CHAPTER ONE

I. The Teaching/Learning Perspective
   A. Preface to this social studies curriculum project.

PREFACE

In the fall of 1967 the Kennedy social studies staff had begun offering a new program to its students: thirty-one non-graded and non-sequential instructional modules focusing on the social realities of our times. The thirty-one modules were later reduced to twenty-six but the format remained the same with the staff functioning as a team to carry it out (Appendix A). The continuing development of the Instructional Module program was to be accomplished in the Summer of 1971 under Project 28-C. More specifically, the task was to develop fourteen instructional modules. Some had been previously developed and taught but others would be considered for the first time. After two years of developing units we were committed to a new approach as we began our work in June, 1971. We had examined the work of other curriculum teams both in Cedar Rapids and throughout the nation. We were familiar with some of the newest material available from educational publishers. We had participated in a broad range of social studies conferences over the past year as we sought a definite direction for the summer work. Based on this, various staff members have been engaged in four curriculum development projects.

During the summer of 1971 the emphasis was placed upon developing detailed behavioral objectives, conceptual approaches, and instructor strategies. This 1972 endeavor stressed conceptual approaches and enumerated materials to be used in designated classroom instructional activity situations. The importance of instructional objectives is not being minimized, but in the time allotted to develop twenty-three instructional modules it was deemed necessary to concentrate our focus upon the actual idea structure, material usage, and when possible, classroom activity involvement assignments and situations.

The format followed in this work presents basic notes to the instructor, on the intended scope of the course, teaching perspective and crucial bibliography sources. Then a conceptual diagram is followed. Time permitting, a rather extensive "Teaching Guide" lists and suggests coordination of materials, concepts, and activity offerings. Only in the I.M. "Introduction to American Studies" are all the various instructional objectives spelled out. This, then, can serve as a model for objective use and development appliable, with referent adoptions, to the other I.M.'s presented.

Assuming that our common goal and greatest dilemma is how to increase the effectiveness and utility of classroom social studies instructional/learning experiences, we have endeavored in this project to strive toward meeting that need. The emphasis is toward inquiry approaches, student questions, "discovery" projects and subsequent discussions, related assignment applications, and individual student assessments. This is considerably different from the former "teachers as sole source of wisdom" approach with the subsequent lectures, readings and tests. More effective classroom instruction attempts do increase the responsibilities of both instructors and students, but we are expected to help prepare our students for real-life responsibility and decision-making situations.

It is our hope that what we have done will be useful to other instructors and departments in the district. It will be available either as a total package or by individual instructional module. We are anxious for comments relating to its usefulness implementation and classroom effectiveness. If this product in any way aids instructors in social studies work, then its purpose will be somewhat achieved.

We would like to thank Dr. Richard Schulz, Executive Director of Curriculum and Instruction, and Charles Lingren, Social Studies Coordinator: for their support and assistance in developing this project. We are also grateful to Wilbur Bretthauer and the production staff of the Education Service Center; and especially to our indespensible secretary, Miss Wendy Kimm. Finally, gladly we acknowledge that many of our ideas and particularly encouragement for our work comes from many meaningful experiences with our students at Kennedy High School in Cedar Rapids, Iowa. The three members of this project: Jacobson, Larson and Pitner acknowledge the cooperation they gave each other in labor on this project.

It is strongly suggested that the following two-day sequence be used to introduce each I.M.

Day 1: Engage students in some "get to know you" game. The experience gained here can be used in practical applications concerning Human Needs which are an enlargement for all I.M. concepts. The Pfeiffer and Jones volumes have a multitude of variations. (Pfeiffer, William J. and Jones, John E. A Handbook of a Structured Experience for Human Relations Training. Hendren Printing, Indianapolis. Copyright, Universal Associates Press, 1969. 3 volumes).

Day 2: Using either the I.M. diagram provided (or a derivation), outline the course to the students. Include in the presentation; concepts, content emphasis, instructor cognitive objectives, and the evaluation procedures which will be employed during the I.M.

It has been verified that students will not only accomplish more, but also, and more inportantly, they will feel better about what they are doing if treated in the most humane way possible. One way to treat students humanely is to let them know what will be expected of them and how they will be evaluated.

Some helpful suggestions towards conducting a more humane classroom can be found in the following:

Raths, Louis; Harmin, Merrill; Simon, Sidney B.; Values and Teaching. Charles E. Merrill. Columbus, Ohio, 1966.

Metcalf, Lawrence (ed.) Values Education: Rationale, Strategies and Procedures. 41st Yearbook of the National Council for the Social Studies. Washington D.C., 1971.

Harris, Thomas, I'm OK--You're OK. Harper Row, New York, 1967.

Fromm, Eric, The Art of Loving, Bantam Books, New York, 1956.

For a different view of "success" in the classroom and some inhumane treatment of students by teachers see:

Holt, John, How Children Fail, Dell, New York, 1964.

Henry, Jules, Culture Against Man, Random House, 1963.

A contradistinction to the long heralded "American Dream" which Jules calls a hallucination and a delusion. His "Golden Rule Days: American Schoolrooms" (pages 283-321) deals with such things as "The Nightmare of Failure" (see especially 295-297).

CHAPTER TWO

II. Appendicies

Appendix A

1. Issues and Social Realities - An Inquiry Approach
2. Requirements for the 1972-73 School Year
3. 1972-73 School Year Offerings, Kennedy Social Studies

Appendix B

1. Initial Scope of the I.M. Program, three year cycle 1969-1972.

Appendix C

1. Revised Scope of the I.M. Program, three year cycle, 1971-72 Plan.

Appendix D

1. Evaluation Results, student response form to all I.M.'s taken at Kennedy, 1969-1972.
2. "EEE" Student Evaluation.
3. End of School Summary.

Appendix A. 1969-1972.

Social Studies at Kennedy High School
Cedar Rapids, Iowa

Issues and Social Realities - An Inquiry Approach

At Kennedy, Social Studies tries to take an approach to viewing our social surroundings that is not based almost solely on studying history. Instead of encouraging memorization of dates, events, and famous people, we encourage students to think about our current world situation and of our relationship to these surroundings. We will be concerned with situations that involve: Social issues, problems, decision-making, alternatives, actions, major concepts, behavior patterns, interpretations and values.

Social Studies is basically an awareness and an understanding of people dealing or interacting with other people. The events, beliefs, customs, institutions and individual feelings that we experience make up our view of our social environment. We are interested in people, and how they view and act toward various social realities and situations.

Your views and ideas, exposed to additional information, interpretations and settings, provides the learning experiences that we believe will aid us in successfully handling real life situations.

Our goal is to help create a climate that strongly encourages individual thinking. Students should be confronted with situations that force them to:

a. Carefully consider available information -
b. Weigh the strengths and weaknesses of proposals -
c. Make decisions from among alternative choices -
d. Realize how society and individuals might be affected by these decisions-
e. Learn to evaluate for himself the events and experiences that occur in his life -

Social Studies tries to encourage students toward self-motivation as they ask questions that deal with the nature of their social environment. We believe our program at Kennedy does this, as it aids the student's view of himself as an independent-thinking student.

The Way Social Studies is Organized:

1. Our classes are mixed; sophomores, juniors and seniors are all together. We are convinced that artificial class lines would not be an aid, but an obstacle, as we work together in Social Studies learning situations.

2. Many high school social studies programs are really a series of History courses. That is not true at Kennedy. Social Studies will focus on an issues and current problems approach to considering aspects of our Society. We try to work toward a better social understanding and awareness as we think about our Society and the relationships that affect us. We believe that a concern with U. S. History alone will not meet the needs of our students today.

3. Our Instructional Modules (I.M.'s) are organized for six - nine week long course segments. Interim situations are two - three week segments.

4. We will examine Social issues from the Social Inquiry Approach. By this method, we are expressing our concern with questions about perspective, viewpoint, investigation methods, values, alternatives, influence, and understanding of Social Relationships.

5. We are concerned with teaching-learning situations that stress both content knowledge and attitude-awareness. This both allows and forces a student to confront social realities as he forms his own views and makes value judgements.

Kennedy Social Studies Program
Cedar Rapids, Iowa
1971 - 72

OBJECTIVES OF THE INTRODUCTION EPISODE

It is the intent that through participation in this episode that students may better develop:

(1) An awareness of the social perspective of the social studies.

(2) Factual knowledge in and experience in using the social inquiry method of studying the concerns that are considered in the social studies.

(3) An understanding of the sociology of social problems (including why and how problems develop, how people are affected by them, and what is involved in dealing with them).

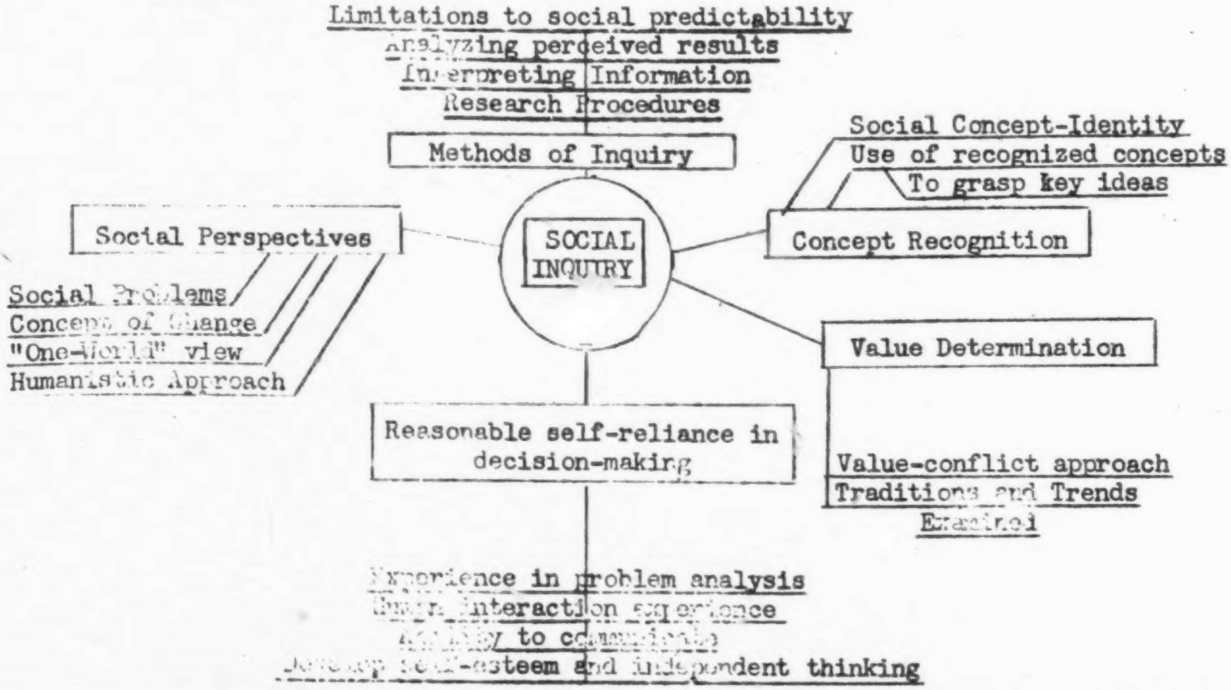
(4) A community of interest that is based on thinking with and working with the people and their problems that are around us.

(5) A sense of perspective so that an issue or problem is seen in a proper relationship to the past and present society without distortion or exaggeration (which permits a transition between the social and historical perspective).

(6) An appreciation of the role of "the expert" and the "non-expert" respecting the issue and problems of the social studies, with some skill in locating and using expert knowledge, opinions, and interpretations.

(7) A personal viewpoint that is intellectually and emotionally helpful and satisfying to the student.

(8) A willingness to use critical thinking skills in making up your mind about social issues, as you choose from alternative decision options.


Limitations to social predictability
Analyzing perceived results
Interpreting Information
Research Procedures
Methods of Inquiry
Social Concept-Identity
Use of recognized concepts
To grasp key ideas
Social Perspectives
SOCIAL INQUIRY
Concept Recognition
Social Problems
Concept of Change
"One-World" view
Humanistic Approach
Value Determination
Reasonable self-reliance in decision-making
Value-conflict approach
Traditions and Trends Examined
Experience in problem analysis
Human interaction experience
Ability to communicate
Develop self-esteem and independent thinking

Appendix A.

Kennedy Social Studies Program
Requirements for the 1972-73 School Year

For Returning Kennedy Students:

The Trimester

Beginning in August, 1972, all public high schools in Cedar Rapids will shift from a two semester to a three term schedule. Each of the equal terms will be sixty days (12 school weeks) long. This affects all segments of the school program. For Social Studies here, it means shifting from a four-quarter to a three-term schedule.

Social Studies Requirements

I. Until August, 1972, Kennedy students had these minimum social studies requirements to meet:
   1. Four-quarter IM's of U.S. Realities courses (American Studies) = 180 days
   2. Two-quarter IM's of Government Realities courses = 90 days
   Basic social studies courses = (1½ years) 270 days
   * Other social studies IM's could be taken as electives.

II. After August, 1972, Kennedy students have these minimum social studies requirements to meet:
   1. Three-term IM's of American Studies courses = 180 days
   2. One-term IM of Government = 60 days
   3. One-term IM of an elective in social studies = 60 days
   (1-2/3 years) 300 days
   * Other social studies IM's; American Studies, Government or Elective area courses can be taken as electives

Explanation to Upper Classmen at Kennedy

Government Courses (GR's) -

1. If you have taken (and passed) one Gov't IM or no Gov't IM by the end of the 1971-72 school year, then you must take one of the four new Gov't courses 218, 219, 220, or 221.

2. If you have already taken (and passed) two Gov't IM's, then you have met your Gov't requirement, and do not have to take additional Gov't courses.

American Studies Courses (USR's) -

1. If you have taken (and passed) one U.S. Realities IM or no USR's, then you must take "Introduction to American Studies" (#200) and two of the following six IM's: 201, 202, 205, 206, 208 or 209. In other words, you have all of your American Studies requirements (3 courses) left to take.

2. If you have taken (and passed) two U.S. Realities IM's, then you must take two additional American Studies IM's, "Introduction to American Studies" (#200) and one of the following IM's; 201, 202, 205, 206, 208 or 209.

3. If you have taken (and passed) three U.S. Realities IM's, then you must take one additional IM in American Studies.

4. If you have taken (and passed) four U.S. Realities IM's, then you have met your American Studies requirements, and you do not have to take any additional American Studies courses.

Electives -

1. We recommend that you take additional IM's of the social studies area courses as electives.

Appendix A

KENNEDY HIGH SCHOOL SOCIAL STUDIES PROGRAM

Information and Schedule Sheet for Kennedy Students

1972-73 School Year Offerings

TERM I - FALL	TERM II - WINTER	TERM III - SPRING
221 - Introduction to Government - "Politics" G.	218 - Introduction to Government - "Political Patterns" G.	219 - Introduction to Government - "Liberty, Justice & Order" G.
200 - Introduction to American Studies A.S.	220 - Introduction to Government - "Urban Problems" G.	200 - Introduction to American Studies A.S.
202 - Environmental Studies A.S.	200 - Introduction to American Studies A.S.	201 - Poverty A.S.
209 - Foreign Policy and International Relation A.S.	206 - Minorities A.S.	208 - American Society A.S.
232 - Seminar in Recent United States History E.	205 - Culture and Change A.S.	246 - Contemporary World Problems E.
224 - Philosophy E.	231 ✓ Social Psychology E.	226 - Sociology and Anthropology E.
230 - Revolutionary Movements & Nation Building E.	229 - Western Civilization E.	228 - World Area Studies E.
- Directed Independent Study E.	225 - Political Theory E.	227 - Economics E.
233 - Student Government E.	- Directed Independent Study E.	- Directed Independent Study E.
	233 - Student Government E.	233 - Student Government E.

Key: A.S. = American Studies courses. You need to take 3 of the 7 offered.
G. = Government course. You need 1 of the 4 offered.
E. = Elective. You need 1 of 11 elective courses offered.

Each term is 60 days long.

5 Courses Required While You're in high school at Kennedy:

A. 3 in American Studies (#200 and 2 of 6 others) = 3 terms of American Studies.
B. 1 in Government (1 or 4) = 1 term of Government.
C. 1 Elective (1 or 11) = 1 term of an elective in Social Studies.

The Kennedy Social Studies Staff 3-17-72

You are strongly urged to keep this record and to keep it current and accurate -

KENNEDY SOCIAL STUDIES PROGRAM

Name ______________________ Date __________ Circle one - Soph. Jr. Sr.

My Record of I.M.'s in Social Studies I have successfully taken

To be eligible for high school graduation, all students must successfully take and complete (pass) a minimum of 5 terms of Social Studies I.M.'s at Kennedy. This is the equivalent of 1 2/3 years of high school social studies. Three of these I.M.'s must be identified as American Studies courses. One of these I.M.'s must be identified as a Government course. All additional social studies I.M.'s, and independent study arrangements, are identified as Electives. All terms are 60 days long.

Name of I.M.	Kind	I.M. Code #	Quarter & Year Taken	Grade Recv'd
I. Requirements -				
1. "Introduction to American Studies"	A.S.	200		
2.	A.S.			
3.	A.S.			
4. Introduction to Gov't &	G.			
5. Elective.	E.			
II. Electives -				
1.				
2.				
3.				
4.				
5.				

Instructional Modules (I.M.'s) offered at Kennedy during the one year cycle period:

20th Century American Studies Courses	Code #
*Introduction to American Studies	200
Poverty and Affluence	201
Environmental Studies	202
American Society	208
Foreign Policy & International Relations	209
Culture and Change	205
Minorities	206

Government Courses	Code #
Intro. to Government and Political Patterns	218
Intro. to Government and Liberty, Justice & Order	219
Intro. to Government and Urban Problems	220
Intro. to Government and Politics	221

Electives	
Philosophy	224
Political Theory	225
Sociology and Anthropology	226
Economics	227
World Area Studies	228
Western Civilization	229
Revolutionary Movements & Nation Building	230
Social Psychology	231
Seminar in Recent U.S. History	232
Student Council	233
Contemporary World Issues	246

Appendix B. Initial Scope

PRINT CIRCLE ONE

NAME ______________________________
Last name First name
STUDENT NUMBER ______________________
HOME PHONE ___ ___ ___ - ___ ___ ___ ___

SCHOOL ATTENDED 1968-69
Ken, Hard, Roos, Frank, other
YEAR AT KENNEDY IN 1969-70
Soph, Jr, Sr.

Write the IM number in teh appropriate space for:
Sem 1 IM number___and___
Elective Sem 1___and___
Sem 2 IM number___and___
Elective Sem 2___and___

The following charts show the projected IM's (Instructional Modules) to be used in Kennedy Social Studies Program during the school years 1969-70, 1970-71, 1971-72.

In the spaces provided above, write the number of the IM's that you desire each semester of school year 1969-70. Note that each IM has its own number even if it is repeated in a subsequent semester. Be sure to use the correct IM number.

You registered for all your courses early this spring. If you have registered for an elective semester (s) in Social Studies, write in the number of the IM's you desire to be involved in during each semester of elective social studies. If you did not pre-register for an elective (s), write "NONE" in each of the blank spaces provided for electives.

During your three year high school career at Kennedy, you must take 4 IM's of United States Realities (USR), 4 IM's of World Realities (WR), and 2 IM's of Government Realities (GR).

Sophomores and juniors must take 4 IM's. Seniors must choose 2 IM's of Government Realities if they have not already taken a semester of government. This is registration for Social Studies only. On this sheet, you cannot change your registration for other courses.

1969-70

2	6 wks.	4	6 wks.	6 wks.	4	6 wks.	2
INTRODUCTION	#1 - USR U.S. Foreign Pol	LARGE GROUP	#5 - USR Science & Tech.	#9 - USR Racial Conflict	LARGE GROUP	# 13 - USR Science & Tech.	CONCLUSION
	#2 - WR Cultural Pattern		#6 - WR USSR	#10 - WR Nation Building		#14 - WR India	
	#3 - GR Liberty & Order		#7 - GR Government Org. and Change	#11 - GR Gov't. Org. and Change		#15 - GR Liberty and Order	
	#4 - WR Poverty		#8 - WR Search for the Good Life	# 12 - USR U.S. Economy		#16 USR Selected Probs. in US Dev.	

1970-71

INTRODUCTION	#17 - USR Indiv. in Mass Society	LARGE GROUP	#21 - USR Racial Conflict	#25 - USR US Culture:Hum. App	LARGE GROUP	#29 - USR Indiv. in Mass Society	CONCLUSION
	#18 - WR Pop. Expansion		#22 - WR China	#26 - WR Cultural Pattern		#30 - WR Africa	
	#19 - GR Politics in US		#23 - GR U.S. Pol. Thought	#27 - GR U.S. Pol. Thought		#31 - GR Liberty and Order	
	#20 - WR Search for the Good Li		#24 - WR Human Behavior	#28 - WR Pollution		#32 - USR U.S. Economy	

1971-72

INTRODUCTION	#33 - USR Urban U.S.	LARGE GROUP	#37 - USR Sel. Prob. in US Dev.	#41 - USR U.S. Foreign Pol	LARGE GROUP	#45 - USR US Cult: Scien. App.	CONCLUSION
	#34 - WR Nation Building		#38 - WR Latin America	#42 - WR Revol. Movements		#46 - WR World Minorities	
	#35 - GR Gov't Organ. & Change		#39 - GR Ideological Con.	#43 - GR Ideological Con.		#47 - GR Liberty and Order	
	#36 - WR World Community		#40 - USR U.S. Economy	#44 - USR US Cult: Human App.		#48 - WR Econ. Theo. & Sys.	

Kennedy Social Studies Program (1969-70) Description of Instructional Modules

(1) United States Foreign Policy - An analysis of the role of the United States in the world. Emphasis will be on the war in Vietnam, the Middle East crisis, the future of western Europe, the conflict between the United States and the Soviet Union and Communist China, and the policy of the United States toward the underdeveloped nations in Latin America, Africa, Asia. USR

(2) Cultural Patterns - In the study of what culture is and how it functions, an emphasis will be placed on the basic needs all men have in common and the diverse methods that have been employed to solve these needs. WR

(3) Liberty and Order - This unit will be concerned with the proper balance between liberty and order. Efforts will be made to ascertain what rights are, what liberties (rights) we have as American Citizens, and what duties and responsibilities accompany these rights. A distinction will be made between responsible dissent and irresponsible action. GR

(4) Poverty and Affluence-A study of economic differences in the world. Case studies will range from the highly developed economies of the West to the economically weak nations in Asia, Africa, and Latin America. Emphasis will be placed on the quality of life in the nations selected. WR

(5) Science and Technology-An investigation of the changing pattern of life in the United States with emphasis on the impact of automation, cybernation, biological technology, nuclear power, space exploration, communication advancement, and other scientific and technological developments. USR

(6) U.S.S.R.-An in depth study of the adaptation of a contemporary Western culture politically, economically, religiously, educationally, and socially, to the philosophy of Marx-Lenin as influenced by geography and history. WR

(7) Governmental Organization and Change-Areas selected for study will acquaint students with our nation's changing political system and related problems that face 20th century Americans. GR

(8) Search for the Good Life-Selected readings of modern-day philosophers will acquaint the student with outstanding philosophies which have influenced or molded our contemporary society. WR

(9) Racial Conflict in the United States-The civil rights movement, riots in the cities, white racism, balck power, the urban ghetto, the "new" South-the effect of racial conflict on the United States-yesterday, today, and in the future. USR

(10) Nation Building-An inquiry into the future of the developing nations in Africa, Asia, and Latin America. Case studies will be used to study the relationship of these countries to the major Communist and non-Communist nations of the world, their struggle to avoid hunger and starvation, their frustrating search for political stability, and their attempts to overcome colonial influences. WR

(11) Government Organization and Change-(See #7)

(12) U.S. Economy-A study of the control of production and consumption in the United States by a modified market economy. Attention will be focused on the changing role and impact of the government on the economy.USR

(13) Science and Technology-(See #5)

(14) India-An in depth study of a contemporary Eastern culture in terms of basic religious, political, economic, and social activities analyzed in the perspective of geography and history. WR

(15) Liberty and Order-(See #3)

(16) Selected Problems in United States Development-An opportunity for students to select a topic of interest and pursue it under the direction of the instructors. Radicalism, anti-intellectualism, the progressive movement, immigration, labor, and protes will be among the topics available for study.

Appendix C. Revised Scope, 1971-72.

KENNEDY SOCIAL STUDIES PROGRAM-THREE YEAR COURSE OFFERING SCHEDULE

Graduation requirements for the Cedar Rapids Community Schools require you to successfully pass (at some time during your three years in the senior high school) a minimum of 6 Instructional Modules (IM's) of social studies to consist of:

Four different IM's designated United States Realities (USR)
Two different IM's designated Government Realities (GR)
(There is presently no requirement for the World Realities) (WR)

We encourage you to take as many IM's (USR, GR, or WR) as you would like. You should keep a record of the "critical path" you plan to follow, for you can easily see that some IM's are offered but once and others only twice during the three years. You should also keep a record of the IM's you actually take.

FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER

1971-72

256 Pollution USR	252 Science and USR Technology	250 Personality USR	258 U.S. Foreign USR Policy
236 Latin America WR	2[illegible] Nation USR Building	271 Revolutionary GR Movements	261 Minorities USR
276 Priorities GR	275 Cities GR	270 International GR Relations	276 Priorities GR
251 White & Black USR Awareness	259 Poverty USR	255 US Cult: Human- USR ities Approach	262 Population USR

Instructional Modules 1972-73

258 U.S. Foreign USR Policy	253 Human Behavior USR	251 White & Black USR Awareness	252 Sceince and USR Technology
264 Cultural USR Patterns	243 Soviet Union WR	260 Nation Building USR	[illegible] India WR
273 U.S. Politics GR	276 Priorities GR	274 Political GR Patterns	272 Liberty, Justice GR and Order
259 Poverty USR	254 Search for the USR Good Life	263 Social Mobility USR	261 Minorities USR

Instructional Modules 1973-74

250 Personality USR	251 White & Black USR Awareness	255 US Cult:Human- USR ities Approach	263 Social USR Mobility
257 U.S. Economy USR	231 Asian Studies WR	264 Cultural USR Patterns	230 Africa WR
272 Liberty, Justice, GR and Order	276 Priorities GR	275 Cities GR	274 Political GR Patterns
254 Search for the USR Good Life	253 Human Behavior USR	262 Population USR	256 Pollution USR

Notes: All IM's are open to sophomores, juniors and seniors. There are no prerequisites for any of the IM's.

Each IM will have a clearly defined key conceptual goal as specific objectives. You should have no problems in understanding exactly what the point and ultimate aims of the IM's are.

Double lines above indicate a 2-3 week interim period in both spring and fall in which "mini-mods" and/or "large group" situations or simulations will be offered.

At the beginning of each year a comprehensive introduction will be

13

You are strongly urged to keep this record and to keep it current and accurate -

KENNEDY SOCIAL STUDIES PROGRAM

Name________________________________ Date__________ Circle one - Soph. Jr. Sr.

My Record of I.M.'s in Social Studies I have successfully taken

To be eligible for high school graduation, all students must successfully take and complete (pass) a minimum of six I.M.'s of Social Studies at Kennedy. This is the equivalent of 1½ years of high school social studies. Four of these I.M.'s must be identified as United States Realities (USR's). Two of these I.M.'s must be identified as Government Realities (GR's). All additional social studies I.M.'s, WR's, and independent study arrangements, are identified as electives.

Name of I.M.	USR, GR, or WR	I.M. Code #	Quarter & Year Taken	Grade Recv'd
I. Requirements -				
1.				
2.				
3.				
4.				
5.				
6.				
II. Electives -				
7.				
8.				
9.				
10.				

Instructional Modules (I.M.'s) offered at Kennedy over a three year cycle:

Name of GR's	Code #
International Relations	270
Revolutionary Movements	271
Liberty, Justice & Order	272
U. S. Politics	273
Political Patterns	274
Cities	275
Priorities	276

Name of WR'S	Code #
Africa	230
Asian Studies	231
India	235
Latin America	236
U. S. S. R.	243
Nation Building	260
Cultural Patterns	264

Name of USR's	Code #
Personality	250
White & Black Awareness	251
Science & Technology	252
Human Behavior	253
Search for Good Life	254
U. S. Culture	255
Pollution	256
U. S. Economy	257
U. S. Foreign Policy	258
Poverty	259
Minorities	261
Population	262
Social Mobility	263

Appendix D.

(IME) INSTRUCTIONAL MODULE EVALUATION (IME)

Period ____________
Date ____________

This IM: ____________________________
My Class (either Soph, Jr., Sr.) __________
My Sex (male or female) ______________
My IM Grade (either A,B,C,D,F) _________

** PLEASE DO NOT WRITE YOUR NAME ON THIS PAPER **

This is your evaluation of the social studies IM you have just completed. Your observations are meaningful, and, important. Please try to answer the questions in this survey in a manner that honestly reflects your views and your opinions. Indicate your response by writing the letter choice you select in front of the numbered statement on this page.

- - - Available responses for each statement in this survey - - -

A. Generally agree with the statement
B. No opinion (Not sure, or, no opinion) concerning the statement
C. Generally disagree with the statement

Answer Question

____ 1. This course (IM) was useful to me; I learned something.
____ 2. The instructors seemed to be interested in their students as individuals.
____ 3. There was not enough student participation for this type of course (IM).
____ 4. The nature of the topics investigated was interesting.
____ 5. There was a proper amount of course content information in this IM.
____ 6. The course was adequately conducted in regard to the degree of class direction and control.
____ 7. Ideas and concepts presented were well developed in class work.
____ 8. Generally, the course (IM) was well organized.
____ 9. Instruction in this IM was generally effective.
____ 10. This IM sufficiently challenged my mental abilities.
____ 11. I enjoyed this social studies IM.
____ 12. The IM was too difficult for me.
____ 13. There was not enough discussion situations.
____ 14. Content material or information was presented in an unbiased manner.
____ 15. Instructors encourage me to inquire in order to gain my own viewpoints.
____ 16. Readings used in this IM were too difficult.
____ 17. I found the teaching techniques and the activities used to be interesting.
____ 18. Social studies should be based upon lectures, textbooks, and written work.
____ 19. The IM increased my knowledge of the situations and problems that seem to exist today in the U.S. and in the world.
____ 20. The instructors worked quite well together in their team teaching effort.
____ 21. Briefly indicate the most important thing you have learned during this IM. Explain your answer.

____

____.

15

-Continued-

This IM:______________________________

My Class(either Soph., Jr., Sr.)_____________

My Sex(either male or female)__________________

My IM grade(either A,B,C,D,F)__________

Period__________

Date____________

22. Briefly indicate the most effective teaching techique

____

____

23. Please make any comments or opinions you have about this IM. What suggestions or questions do you offer in order to improve the IM? Write on the back side if you need more room.

____

____

____

____

Thanks for stating some of your thoughts and for helping to evaluate and improve the social studies program in this school.

Appendix D EVALUATION

KSSP Date________ EVALUATION RESULTS

	A tally	B tally	C tally
1. This IM taught me something. IM_______________.			
2. The instructors were interested in the students.			
3. Students didn't participate enough in this IM.			
4. The topics studied were interesting.			
5. There was a proper amount of course content information in this IM.			
6. The course was conducted satisfactorily with regard to class direction and control.			
7. Ideas and concepts presented were well developed in class work.			
8. This IM was well organized.			
9. Instruction was generally effective.			
10. This IM made me think.			
11. I enjoyed this IM.			
12. This IM was difficult.			
13. There were not enough discussions.			
14. Information was presented in an unbiased manner.			
15. Instructors encouraged me to inquiry in order to establish my own views.			
16. Readings in this IM were too difficult.			
17. The teaching techniques and activities were interesting.			
18. Social Studies should be lectures, textbooks, and written work.			
19. This IM broadened my knowledge of existing U.S. and world situations.			
20. The instructors worked together well.			

COMMENTS

21. Briefly indicate the one most important thing you learned in this IM. Explain your answer.

____

____

22. Briefly indicate the most effective teaching technique.

____

____.

23. Please make any comments or opinions you have about this IM. What suggestions or questions do you offer in order to improve the IM?

Generalizations:

Thanks for stating some of your thoughts and for helping to evaluate and improve the social studies program in this school.

Appendix D

"EEE Student Evaluation"

KENNEDY SOCIAL STUDIES PROGRAM

Composite Statistical Data Relating to the Educational Environment Evaluation (EEE)

The summarized information presented here represents a year and one half of systematic evaluation of student reaction to the Kennedy Social Studies Program in Cedar Rapids' John F. Kennedy High School. These are student reactions to Kennedy Social Studies Program. No group has a greater vested interest in the carefully considered outcome to a student and social-centered curriculum than the students involved in such a program.

Questions are taken directly from the EEE evaluation.

				Dec. '70	May '71	Jan 72	June 72
(1)	When I attended Junior High before coming to Kennedy, the Junior High I attended was:	A.	Harding	54	59	54	53
		B.	Roosevelt	16	16	21	17
		C.	Franklin	11	9	8	5
		D.	Other school in C. R.	7	8	9	12
		E.	Jr. High in another city	6	7	7	7

				Dec. '70	May '71		
(2)	The school subject I am most likely to enjoy would be a course in the area of:	A.	Foreign Language	5	5	5	4
		B.	Language Arts	23	25	28	25
		C.	Mathematics	17	17	22	22
		D.	Science	23	24	23	27
		E.	Social Studies	24	24	20	19

				Dec. '70	May '71		
(3)	The school subject area I am most apt to dislike would be a course in the area of:	A.	Foreign Language	23	27	24	25
		B.	Language Arts	12	10	12	11
		C.	Mathematics	28	32	29	26
		D.	Science	18	17	21	19
		E.	Social Studies	10	11	14	16

				Dec. '70	May '71		
(4)	As compared to the Social Studies courses American Studies I and II taught in Junior High School, I believe that the Kennedy I.M. Social Studies Program is:	A.	Much Better	37	39	29	26
		B.	Better	28	31	32	31
		C.	About the same	13	12	19	20
		D.	Worse	10	10	13	12
		E.	Much Worse	5	5	6	8

	TEST DATE	% AGREE	% DISAGREE	% NO OPINION
(5) The topics, ideas, and problems considered in the Social Studies I.M.'s seem important to me.	January	49	18	27
	April	57	19	18
	June	60	15	19
	December	60	18	15
	May	64	15	16
	Jan. 72	58	16	24
	June 72	61	14	23
(6) I would prefer a different method of instruction than what I have received.	January	36	36	22
	April	30	40	23
	June	22	50	21
	December	27	48	19
	May	24	23	21
	Jan 72	34	40	26
	June 72	32	38	27
(7) The I.M. Social Studies Program places too much emphasis on grades students receive in the various I.M.'s.	January	27	26	31
	April	36	36	21
	June	33	35	24
	December	32	41	21
	May	29	43	24
	Jan. 72	29	41	29
	June 72	34	35	28
(8) The Social Studies I.M.'S offered students a proper amount of content knowledge about that particular topic considered within the I.M.	January	40	29	25
	April	50	22	21
	June	51	21	22
	December	50	22	21
	May	62	21	15
	Jan. 72	56	19	23
	June 72	58	18	21
(9) The Social Studies I.M.'s were usually skillfully presented and well taught.	January	33	19	24
	April	43	29	19
	June	46	25	24
	December	49	25	19
	May	56	21	19
	Jan. 72	47	28	24
	June 72	47	27	23
(10) There were not enough discussion situations in the I.M. I took.	January	35	37	21
	April	26	41	25
	June	16	60	20
	December	20	57	17
	May	17	65	15
	Jan. 72	20	54	24
	June 72	23	54	26
(11) Social Studies I.M.'s were generally well organized.	January	43	29	21
	April	45	28	18
	June	53	23	18
	December	53	25	16
	May	62	21	13
	Jan 72	56	24	18
	June 72	53	25	19
(12) Instructors did not adequately explain assignments.	January	41	33	19
	April	36	35	20
	June	34	41	20
	December	23	54	15
	May	28	54	14
	Jan 72	30	40	19

		TEST DATE	% AGREE	% DISAGREE	% NO OPINION
(13)	Instructors encouraged me to inquire about and to investigate topics in order that I might gain my views.	January	40	24	28
		April	44	25	21
		June	50	23	24
		December	52	23	18
		May	55	23	18
		Jan 72	44	24	25
		June 72	46	26	24
(14)	I believe that the I.M.'s I took had definite course objectives.	May	59	19	19
		(New Question)			26
		Jan. 72	53		22
		June 72	53		
(15)	I believe the teaching methods used in the I.M.'s were largely ineffective.	January	30	34	29
		April	29	38	23
		June	26	50	26
		December	22	52	19
		May	21	57	18
		Jan. 72	28	19	25
		June 72	27	21	22
(16)	The topics, ideas, and problems investigated in the I.M.'s were interesting.	January	44	25	23
		April	30	23	23
		June	57	18	18
		December	58	21	14
		May	67	14	15
		Jan 72	62	45	17
		June 72	60	47	20
(17)	Social Studies I.M.'s have proven to be too demanding.	January	31	31	29
		April	35	37	18
		June	28	42	25
		December	24	47	22
		May	26	50	20
		Jan 72	27	19	27
		June 72	31	16	25
(18)	Instructors showed an interest and concern for their students as individual persons.	January	35	32	23
		April	43	27	18
		June	42	27	24
		December	44	31	18
		May	50	30	17
		Jan. 72	44	43	22
		June 72	46	41	20
(19)	Social Studies I.M.'s should make much greater use of lectures, assignments from textbooks, and written assignments.	January	13	60	18
		April	13	58	18
		June	13	68	15
		December	11	71	12
		May	9	76	11
		Jan 72	13	32	16
		June 72	13	29	14
(20)	There was not enough class organization, direction, and control in the class I took.	January	27	39	25
		April	32	35	21
		June	22	47	24
		December	23	54	17
		May	20	57	18
		Jan. 72	26	47	25
		June 72	24	50	23

		TEST DATE	% AGREE	% DISAGREE	% NO OPINION
(21)	Content information and ideas were usually presented in an unbiased manner.	January	38	19	33
		April	41	19	29
		June	38	25	30
		December	38	25	30
		May	48	26	24
		Jan. 72	43	25	30
		June 72	45	21	30
(22)	Readings used within the I.M.'s were too difficult.	January	47	31	21
		April	33	34	19
		June	28	49	19
		December	24	50	19
		May	29	52	16
		Jan. 72	21	[illegible]	20
		June 72	31	46	18
(23)	The instructors had a good knowledge of their subject matter.	January	50	16	22
		April	54	14	17
		June	63	12	19
		December	71	8	14
		May	75	9	13
		Jan. 72	60	15	22
		June 72	63	14	18
(24)	Standards set by the instructors within the Social Studies Dept. are usually consistent for all students.	January	32	36	29
		April	38	26	23
		June	41	28	25
		December	46	26	20
		May	49	26	22
		Jan. 72	45	24	29
		June 72	48	22	25
(25)	The instructors worked quite well together in their team teaching efforts in the I.M.'s I took which were team-taught.	January	61	4	20
		April	46	16	24
		June	54	19	21
		December	58	11	23
		May	74	12	11
		Jan. 72	58	19	20
		June 72	57		20
(26)	From my point of view, I believe that most of the course objectives in the I.M.'s I took were met.	May	58	17	22
		(New Question)			24
		Jan. 72	57	17	25
		June 72	54	16	
(27)	Do you approve or disapprove of the changes made in the Kennedy Social Studies I.M. Program this year?	January	61	4	20
		April	62	7	18
		June	70	7	17
		December	71	10	12
		May	84	1	11
		Jan. 72	76	2	19
		Jun.	71	2	19
(28)	Would you approve or disapprove of having the I.M. Social Studies situation used at Kennedy this year being used again next year?	January	67	4	15
		April	70	5	14
		June	82	3	15
		December	66	13	12
		May	80	2	13
		Jan. 72	74	2	19
		June 72	70	2	20

	TEST DATE	% APPROVE	% DIS-APPROVE	% NO OPINION
(29) Do you approve or disapprove of the suggestion that you may probably take some elective I.M.'s in social studies next year?	January	56	4	25
	April	56	6	23
	June	68	5	27
	December	60	30	11
	May	71	3	22
	Jan 72	72	3	23
	June 72	67	3	21
(30) After taking an I.M., I have a greater awareness and appreciation of that I.M.'s topics, problems, and concepts than I did before I took that I.M.	January	55	4	24
	April	60	6	22
	June	72	5	22
	December	55	20	17
	May	76	2	18
	Jan 72	72	3	22
	June 72	68	3	20
(31) Do you approve or disapprove of the way the Kennedy Social Studies Dept. instructors are handling their job of teadhing?	January	55	4	25
	April	57	7	23
	June	73	5	22
	December	56	17	18
	May	80	1	15
	Jan. 72	72	2	23
	June 72	68	1	20

(33) Do you believe that the Social Studies Program at Kennedy is meeting your needs and requirements in terms of what experience or preparations you can get from your days in a U.S. high school that will help you to live in our society?		Dec. '70	May '70	Jan 72	June '72
	A. Strongely Agree	20	23		12
	B. Agree	38	41	19	36
	C. No Opinion	14	15	36	20
	D. Disagree	13	9	23	11
	E. Strongly Disagree	7	7	11 7	9

YEAR I - 1969-1970

Poll I - January 26, 1970
Poll II - April 13, 1970
Poll III- June 8, 1970
Year III - Jan. 72-73
Poll I Jan 72 (659)
Poll II June 1 1972

YEAR II - 1970-1971

Poll I - December 17, 1970 (948)*
Poll II - May, 1971 (602)*
*No. of students polled.

32) What aspect of the Kennedy Social Studies IM program do you think most needs to be improved to achieve better instruction:
A. Study materials all students can read + understand
B Student understanding of KSSP procedures
C more organization direction of needs
D more instructor controll over class
E more flexibility

Jan 72 A B C D E

A B C D E

Appendix D.

End of School Summary

Kennedy Social Studies Program

Sophomore ☐
Junior
She ☐ He ☐

Key

Out 120

Another school year is about over. As you look back on some of the things that happened this year, and your thoughts concerning these events, how do you view this year at Kennedy?

Please use the 1 - 4 scale shown here in considering the first questions; place your response in the box in front of the statement.

1	2	3	4
Strongly Agree	Agree	Disagree	Strong Disagree

1	2	3	4		
40	65	7	4	☐	1. It was a pretty good year for me at Kennedy.
37	66	7	6	☐	2. I am reasonably happy attending this school.
18	82	11	6	☐	3. The academic programs here are adquate for my needs.
18	70	12	12	☐	4. The vocational programs here are adequate for my needs.
31	54	15	18	☐	5. I look forward to my next year at Kennedy.
18	76	14	6	☐	6. Students are usually friendly here.
22	85	6	7	☐	7. Teachers are usually friendly here.
32	54	20	7	☐	8. There is not enough contact between students in different high schools in Cedar Rapids.
31	[illegible]	41	8	☐	9. Too many people in this school are hung up on discipline.
13	40	43	16	☐	10. I choose courses based on which teacher will run that course.

II. Please use the same 1 - 4 scale in considering your views on these statements.

1	2	3	4		
40	47	21	0	☐	11. I take questionnaires, but no one seems to do anything about what those surveys say.
14	33	34	28	☐	12. No one dept. or area of this school is really better than any other area.
10	44	24	15	☐	13. I have a favorable opinion about the activities of Student Gov't here.
32	19	39	39	☐	14. Social Studies at Kennedy should teach more about U.S. History than they do now in their mods.
31	57	20	4	☐	15. There should be more cooperation between different departments in this school than there is now.
17	29	45	20	☐	16. The school needs more materials (books, charts, equipment) than they now have us use for class work.
15	33	56	12	☐	17. I have too many teachers who preach their opinions in class instead of giving me infomation and wanting me to form my own opinions.
25	53	12	15	☐	18. I have a favorable opinion of the Counselors and their work here.
11	[illegible]	[illegible]	16	☐	19. I have a favorable opinion of the methods used to present and develop assignments in social studies classes here.
14	32	40	21	☐	20. I like to be told about how things are; I do not like to be told to think about a situation and make up my own mind about it.
32	64	8	2	☐	21. I think I am receiving a pretty good education and the experiences that go along with it at Kennedy.

III. Please briefly offer your first thought reaction in completing or reponding to these statements or ideas:

1. A good high school presents a climate or place where -

2. If going to Kennedy has taught me onething, it is that -

3. The type of teacher who is most helpful to me is one who -

4. I (do or do not) feel that I am receiving a good education or background in social studies here because -

5. The thing I like best about social studies at Kennedy is -

6. The thing I most dislike about social studies at Kennedy is -

7. What I think is needed most in social studies at Kennedy is -

8. In order to be a better school, what Kennedy needs most is -

9. Probably the thing I like most about Kennedy is -

10. Probably the thing I most dislike about Kennedy is -

CHAPTER THREE

III. Instructional Objectives

A. Explanation of the Format used in developing the I.M.'s

B. Educational Objectives; Progression in the Learning Process

C. Inquiry Process in Learning Experiences

D. Affective Objectives

E. Skills Usage

Explanation of the Format used in developing these Social Studies Instructional Modules.

The instructional modules presented in this teaching guide were organized along a definite pattern. They all were concerned with a Focal Concept, sub concepts, concept explainers (sub points), Notes to the Instructor offering information on teaching procedure, Notes on Student Sources listing needed classroom use materials, and Instructional Objectives which guided the instructional modules in aspects of desired cognitive, affective and skill development.

INSTRUCTIONAL MODULE ORGANIZATION

The various instructional modules (courses) were designed as twelve week term teaching situations. The exceptions to this are the United States Government modules Introduction to Government - a basic required course preceeding a specialized government area course - and the specialized government area courses Liberty, Justice and Order, Politics, and Political Patterns, which were built as six week teaching units.

Each mod was developed along and around an Inquiry Teaching and Learning Process. To present and develop basic ideas, a conceptual approach was used. The following classroom learning activity sequence occurs in all mods:

a. Questions are posed and raised
b. Student responses are solicited, noted and considered
c. Cognitive information is presented through reprint readings, books, media aids and any other available beneficial source
d. The five step inquiry approach of problem, hypothesis, test, conclude and reapply is relied upon
e. Case studies or examples are analyzed
f. Ideas and information are interpreted and reassembled for formulating generalizations
g. Ideas are evaluated and assessed for use in subsequent application situations

This uniform instructional module presentation and organization permits the instructor to utilize and select appropriate behavioral objectives for any particular course.

Factors of time and concentration did not allow the listing of objectives tied to all instructional modules developed. Instead, the perceiving and concerned instructor will decide to carefully select, formulate and implement the objectives determined by himself and the course to be most desired.

KENNEDY SOCIAL STUDIES PROGRAM

A PROCESS OF INQUIRING

The Four Steps:* Problem - Hypothesis - Test - Conclude

- I. Defining A Purpose
  Problem
  - A. Becoming Aware of a Problem
  - B. Making the Problem Meaningful
  - C. Making the Problem Manageable
- II. Developing a Tentative Answer
  Hypothesis
  - A. Examining and Classifying Available Data
  - B. Drawing Inferences
  - C. Stating A Hypothesis
- III. Testing the Tentative Answer
  Test
  - A. Assembling Evidence
    - 1. Identifying Needed Evidence
    - 2. Collecting Evidence
    - 3. Evaluating Evidence
  - B. Arranging Evidence
    - 1. Translating
    - 2. Interpreting
    - 3. Classifying
  - C. Analyzing Evidence
    - 1. Seeking Relationships
    - 2. Noting Similarities and Differences
    - 3. Identifying trends, Sequences, and Regularities
- IV. Developing A Conclusion
  Conclude

* Remember the four basic steps: Problem - Hypothesis - Test - Conclude.

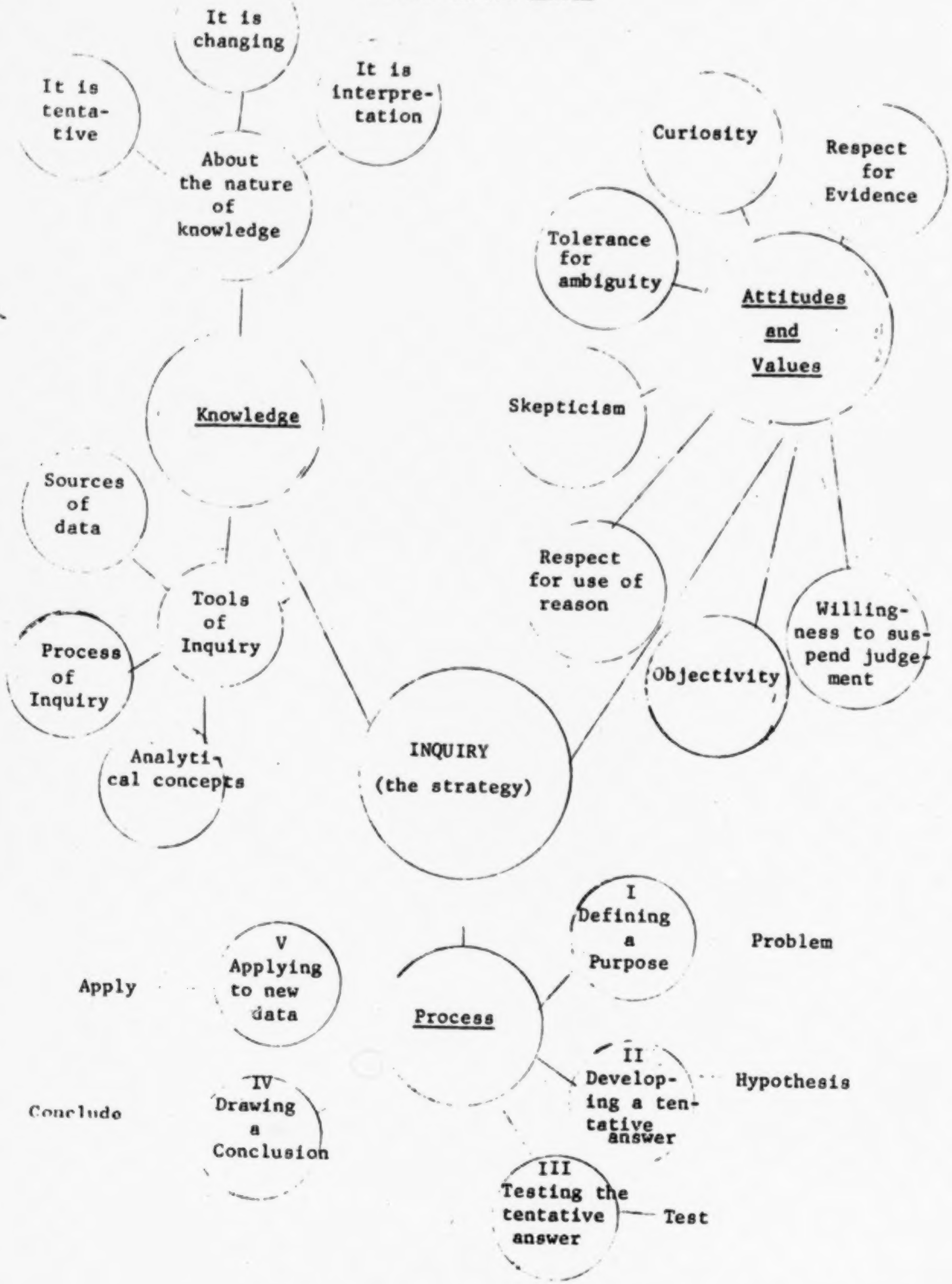
1. Problem
2. Your Hypothesis
3. Test Your Hypothesis
4. Develop a Conclusion

This basic "Process of Inquiring" will be used in nearly all social studies Instructional Modules at Kennedy. You will be asked and expected to frequently refer to this "Inquiry Process", to understand it, know how to apply it, and to use it.

Barry K. Beyer, Inquiry in the Social Studies Classroom, A Strategy for Teaching. Columbus: Charles E. Merrill Publishing Co., 1971.

Kennedy Social Studies Program,
Educational Experiences through the use of Inquiry Methods.

A MODEL OF INQUIRY

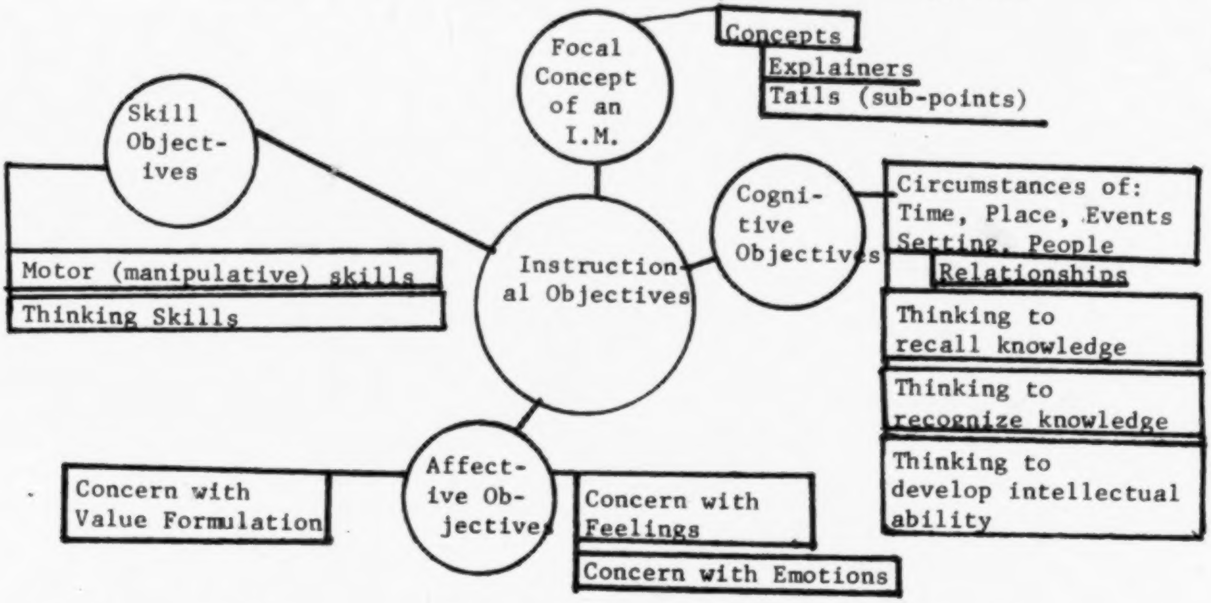

It is changing
It is tentative
It is interpretation
About the nature of knowledge
Knowledge
Curiosity
Respect for Evidence
Tolerance for ambiguity
Attitudes and Values
Skepticism
Sources of data
Tools of Inquiry
Process of Inquiry
Analytical concepts
Respect for use of reason
Objectivity
Willingness to suspend judgement
INQUIRY (the strategy)
I Defining a Purpose
Problem
V Applying to new data
Apply
Process
II Developing a tentative answer
Hypothesis
IV Drawing a Conclusion
Conclude
III Testing the tentative answer
Test

EDUCATIONAL OBJECTIVES, PROGRESSION IN THE LEARNING PROCESS

This chart is made in reference to standard works by Bloom, and by Flanagan, Shanner and Mager.

Six Classes of Cognitive Behavioral Thinking:

1. Memory. Recall, specifics, universals, methods or process. Demands the delivery of knowledge.
   Usage: Responding to a question.
2. Translation. Interpreting, understanding on the lowest level, comprehension in terms of meaning, intent, relationship as expressed in communication.
   Usage: Rephrasing or interpreting an idea.
3. Application. Use of abstractions in particular and concrete situations.
   Usage: Performing a task based on understanding a method.
4. Analysis. Break down the whole parts to clarify ideas. Show interrelationships.
   Usage: Explaining a relationship.
5. Synthesis. Putting together the parts into a whole. The ability to formulate generalizations.
   Usage: Show how certain concepts contribute toward a larger idea.
6. Evaluation. Judgments made in terms of internal and external accuracy, consistency, theories or generalizations.
   Usage: Assessing, measuring and judging a particular situation.
7. Reapplication. Reconstructing this analysis in any given situation. Reapplication.
   Usage: Work in another circumstance where the learning process and thinking steps must be utilized and applied.


Focal Concept of an I.M.
Concepts
Explainers
Tails (sub-points)
Skill Object-ives
Motor (manipulative) skills
Thinking Skills
Instructional Objectives
Cogni-tive Objectives
Circumstances of: Time, Place, Events Setting, People
Relationships
Thinking to recall knowledge
Thinking to recognize knowledge
Thinking to develop intellectual ability
Affect-ive Ob-jectives
Concern with Value Formulation
Concern with Feelings
Concern with Emotions

1. Benjamin S. Bloom, Taxonomy of Educational Objectives. New York, Longmans, Green and Co., 1956.
2. Flanagan, Shammer and Mager, Social Studies Behavioral Objectives, a Guide to Individual Learning.

THE INQUIRY PROCESS IN LEARNING EXPERIENCES.

(The Use of Cognitive Objectives.)

To insure that all students come to comprehend and value rational and logical investigation of social phenomena, it is imperative that students have opportunities to learn not only the process in real-life situations that involve problems and purposes of investigation. In a period of social stress and upheaval that we have witnessed over the past decade, and at a time when emotional outbursts are replacing intelligent thinking and evaluation, the process of inquiry is a necessary counter-balance.

Upon completion of this social studies instructional module students will have the ability:

1. to define problems, issues, and purposes for inquiry from new data.
2. to apply concepts, generalizations, and other cognitive skills (knowledge, comprehension, analysis, synthesis, evaluation) to new data, and be able:
    a. to interpret, generalize about, and infer from data meaningfully;
    b. to assess the accuracy of information;
    c. to communicate ideas and findings effectively;
    d. to examine and classify available data.
3. to formulate hypotheses (develop tentative answers) that are relevant to new data by:
    a. asking analytical questions;
    b. clearly stating hypotheses;
    c. remaining aware of the tentative nature of hypotheses;
    d. comprehending the logical implication of hypotheses.
4. to gather relevant data for testing hypotheses by:
    a. identifying the needed data;
    b. collecting the needed evidence;
    c. evaluating the needed evidence by defining concepts to use as intellectual tools of inquiry.
5. to test hypotheses, using analysis and arrangement of data, by:
    a. evaluating the sources of data determining the accuracy of statements of fact;
    b. translating, interpreting, and classifying data;
    c. seeking relationships;
    d. noting similarities and differences;
    e. identifying trends, sequences, and regularities.
6. to evaluate the hypotheses in the light of data, and:
    a. modifying the hypotheses if necessary;
    b. stating generalizations or conclusions.
7. to apply the final generalization or conclusion to test new data.

AFFECTIVE OBJECTIVES

Affective or attitudinal objectives deal with peoples emotions, feelings and values. In these social studies instructional modules, affective objectives relate to each of the concepts and their various explainers that give substance to the development of a particular concept within a course. The instructor should determine which objectives are vital to the concepts being developed, and carefully plot them out before they are transformed into stated affective behavioral objectives. Based on an inquiry educational experience, the following are the most basic and important desired attitudes allowing for an inquiry situation to occur.

The student should possess attitudes demonstrating:

1. Objectivity
2. Willingness to temporarily suspend judgment
3. Respect for evidence
4. Curiosity
5. Tolerance for ambiguity in developing an explanation
6. Skepticism
7. Respect for the use of reason
8. Appreciation
9. Sympathy or empathy toward others or a set of circumstances
10. Sensitivity
11. Admiration
12. Enjoyment
13. Concern
14. Efficacy

SKILLS USAGE

A classification of motor and thinking skills is presented here, and it is the intent of this section to acquaint teachers with the several skills that are the essence of effective education. Students must possess motor and thinking skills if they are to have any competency as a functioning person in society.

At the conclusion of this social studies instructional module, students will improve their motor skills of being able:

1. to write legibly;
2. to draw understandable models; diagrams, charts, etc.;
3. to type correctly;
4. to operate audio-visual equipment;
5. to locate and sort materials in the school IMC and social studies resource center without undue waste of time and energy;
6. to read at increased rates without loss of comprehension and retention.

At the conclusion of this social studies instructional module, students will improve their thinking skills of being able:

1. to communicate clearly to others what he intends to convey in his writing;
2. to define clearly issues, problems, and topics of study;
3. to recognize values, feelings, and attitudes involved in issues, problems, and topics under study;
4. to use logical procedures in discussing controversial issues;
5. to communicate clearly and effectively his ideas to others through the use of audio-visual media;
6. to read and comprehend printed materials;
7. to listen and take notes;
8. to observe, analyze, synthesize, and make inferences;
9. to interpret statistical data: graphs, tables, charts, maps.

CHAPTER FOUR

IV. The Instructional Modules in High School Social Studies (I.M.'s):

A. American Studies I.M.'s: seven courses.
  1. Introduction to American Studies
  2. Environmental Studies
  3. Foreign Policy and International Relations
  4. Minorities
  5. Culture and Change
  6. Poverty and Affluence
  7. American Society

B. U.S. Government I.M.'s: five course segments
  1. Introduction to Government
  2. Cities (Urban Problems)
  3. Liberty, Justice and Order
  4. Politics
  5. Political Patterns

C. Elective I.M.'s: eleven courses plus independent study
  1. Seminar in Recent United States History
  2. Philosophy
  3. Revolutionary Movements and Nation Building
  4. Student Government
  5. Social Psychology
  6. Western Civilization
  7. Political Theory
  8. Sociology and Anthropology
  9. Economics
  10. World Area Studies (Culture Studies)
  11. Contemporary World Problems
  + Independent Study Provisions

This I.M. presentation constitutes the twenty-three courses that were developed or refurbished during the four weeks of Project #50-C, Summer of 1972. (Ten were new course developments, five were course mergers, six were modified according to the 1971 Conceptual format, and two were modified.)

NOTES TO THE INSTRUCTOR

I.M.: Introduction to American Studies (#200)

Classification: Required American Studies course
Time Allocated: Twelve weeks, 1 trimester term

Focal Concept: The American Experience in the Twentieth Century
- Concept 1. Interpreting the Experience
- Concept 2. Domestic Developments Shape the Experience
- Concept 3. Foreign Events Shape the Experience
- Concept 4. Today's Events Will Shape Tomorrow's Experience

On Teaching this instructional module:

This introductory course will consider some of the viewpoints, attitudes and experiences that did, are, and shall shape the nature of our society and our times. It is more than a historical outlook, it also reflects a concern with the current situation of our people and our culture. The stress is on an inquiry approach: ask, probe, examine, discuss, and analyze. Historical situations are used as means--reference studies to the end, which is a knowledge of the way social scientist work, how they think, and how they relate to our lives today. In this respect it is a process course much more than it is a chronological U.S. History survey course, although elements of the latter are present. Focus studies will give the student a background working perspective in matters of time, place, setting, and significance of events and their relationships.

The Teaching Guide and its explanations with reference to materials, strategies and activities is quite complete. Teachers could use this course almost as it stand~~s~~ in this syllabus.

All students entering the high school must successfully take this course. It is designed as a unifying factor for any social studies area concern or course.

A Note on Student Sources:

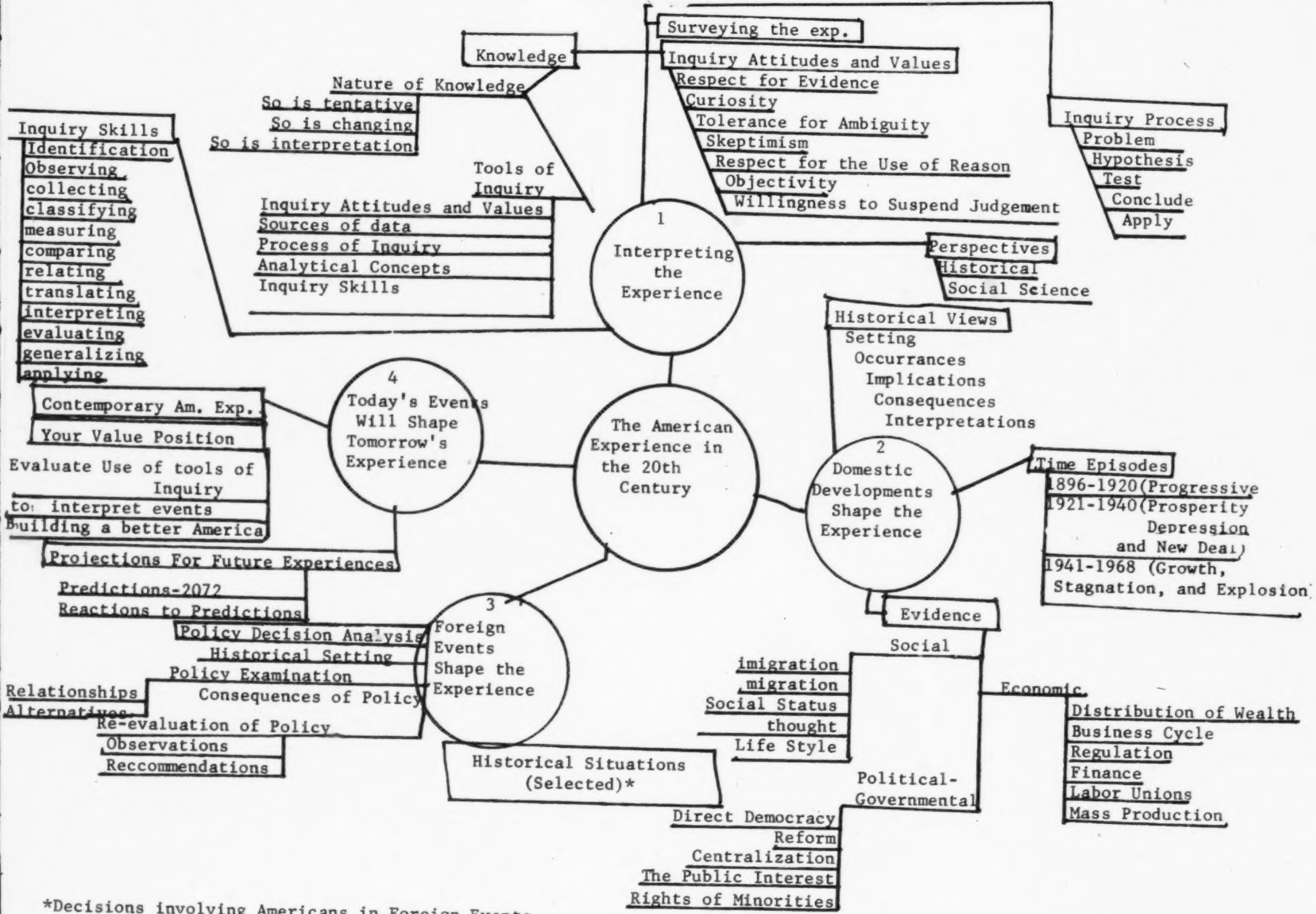
Reference to the materials section of the teaching guide for this I.M. will provide a very useful bibliography source. In addition to this, reference is made to the various American Studies III teaching units (1966-68), and the American Realities I.M.'s developed at Kennedy (1969-71), both series available from the Social Studies Coordinator at the ESC.

Although several books are important to presenting this I.M., basic reliance has been place on the Field series "Perspectives in United States History". These four volumes are important to this I.M.:

a. America's Foreign Affairs, Ruth Anderson
b. The American Economy, Irwin Feller
c. Politics in America, Willard Gandy
d. American Values, Norman Weaver

A number of articles have been selected for inclusion in this I.M. They are listed in the materials column; other suitable articles could be substituted.

INTRODUCTION TO ICAN STUDIES


Surveying the exp.
Knowledge
Inquiry Attitudes and Values
Respect for Evidence
Curiosity
Tolerance for Ambiguity
Skeptimism
Respect for the Use of Reason
Objectivity
Willingness to Suspend Judgement
Inquiry Process
Problem
Hypothesis
Test
Conclude
Apply
Nature of Knowledge
So is tentative
So is changing
So is interpretation
Inquiry Skills
Identification
Observing
collecting
classifying
measuring
comparing
relating
translating
interpreting
evaluating
generalizing
applying
Tools of Inquiry
Inquiry Attitudes and Values
Sources of data
Process of Inquiry
Analytical Concepts
Inquiry Skills
1
Interpreting the Experience
Perspectives
Historical
Social Science
Historical Views
Setting
Occurrances
Implications
Consequences
Interpretations
The American Experience in the 20th Century
4
Today's Events Will Shape Tomorrow's Experience
Contemporary Am. Exp.
Your Value Position
Evaluate Use of tools of Inquiry
to interpret events
Building a better America
Projections For Future Experiences
Predictions-2072
Reactions to Predictions
2
Domestic Developments Shape the Experience
Time Episodes
1896-1920(Progressive
1921-1940(Prosperity Depression and New Deal)
1941-1968 (Growth, Stagnation, and Explosion)
Evidence
Social
imigration
migration
Social Status
thought
Life Style
Economic
Distribution of Wealth
Business Cycle
Regulation
Finance
Labor Unions
Mass Production
Political-Governmental
Direct Democracy
Reform
Centralization
The Public Interest
Rights of Minorities
3
Foreign Events Shape the Experience
Policy Decision Analysis
Historical Setting
Policy Examination
Consequences of Policy
Relationships
Alternatives
Re-evaluation of Policy
Observations
Reccommendations
Historical Situations (Selected)*

*Decisions involving Americans in Foreign Events

Mod: Intro. to Am. Studies Focal Concept: The Am. Experience in 20th Century Concept: 1. Interpreting the Experience

Explainers	Materials	Skills	Activities	Dist.	Time
20th Century U.S. Survey	Cognitive test Chronology of U.S. Events, 1896-1970's Handout: F : "Characteristics of Nationalities" Films: "The Reckless Years 1919-1929" 39 min. "The Great Depression, 1929-1939 31 min.	Content recall Drawing Inferences Values Clarification	Act. 1 a. Cognitive test of 20th Century U.S. (pre-test) b. Look over chronology sheet. Discuss it. Handout process of Inquiry. c. Have students complete open-ended statements: An American is 1) ________ 2) ________ 3) ________. Each student gives three characteristics, list on blackboard, have students discuss and vote which characteristics to keep and which to reject; classify characteristics.	class indv. class	1
	"The 1960's: Decade of Hope and Despair" 30 min. KSSP slide program* Films: "1898" (part I) "The Innocent Years" (Part 1) "Life in the Thirties" 2 parts Weaver, American Values pp. 10-33	Values Clarification Values Clarification	d. Characterics of Nationalities exercise. e. Students complete worksheets relating to filmstrips and films refer them to the Chronology of U.S. Events, 1896-1970's; students identify themes of 20th Century U.S. experience. f. Test results-instructor's comments g. William's list of 15 values (Weaver, p. 11) presented to students; read chapter 1 in Weaver; Reaction statement:"Most Americans are ambitious, idealistic, and selfish." Students will accept, qualify, or reject the statement, explaining his position in regard to the statement.	indv. small groups	

Mod: Intro. to Am. Studies Focal Concept: The Am. Experience in the 20th Century Concept: 1. Interpretating the Experience

Explainers	Materials	Skills	Activities	Dist.	Time
Inquiry Attitudes and Values	Handout of 7 Inquiry Attitudes and Values An editorial: Thinness Will Cuppy essay on a historical figure (Columbus) Social Scientist's view SRSS "Teacher's Guide to Testing for Truth" page 3; Poll on War Optional: Robert Lynd, Knowledge for What?	I. B II. A & B III. A, B, & C	Act. 2 Students will apply the 7 inquiry attitudes and values in analyzing 3 documents		
Inquiry Skills	Handout: List of 13 Inquiry Skills 1939 Comparitive Naval Table Handout: "Nine Tests of Reliability in Interpreting Data"	Identification Observation Collection Communication Classification Measurement Comparison Relationship Translation Interpretation Evaluation Generalization Application	Act. 3 a. Students apply the 12 inquiry skills to the data on the Naval Table		

Mod: Intro. to Am. Studies Focal Concept: The Am. Experience in 20th Century Concept: Interpreting the Experience

Explainers	Materials	Skills	Activities	Dist.	Time
Inquiry Process	"Fans Mix Touchdown and Booze" Films: "The Jazz Age" "The Golden Twenties" Filmstrip: optional "The Reckless Years" Excerpts from Democrat and GOP platforms, 1928 Lubell's essay from The Future of American Politics pages 43-55, on 1928 election.	I. A,B,C II. A,B,C III, A,B,C IV.	Act. 4 1928 election; Teacher to list on board and explain: A. 1) Urban population shift from rural America 2) Prohibition-wet or dry? 3) Religious issue, fundamentalism, Scopes trial 4) Immigration question (aliens and WASP.) Red Scare 5) Race question (blacks in U.S.) 6) Hangover from World War I 7) Americans view of themselves in the late 1920's. 8) Prosperity		
	Traverso and Halsey, The 1920's: Rhetoric or Reality? Allen, Only Yesterday Leuchtenburg, The Perils of Prosperity, 1914-1932 Mowry, The Twenties: Fords, Flappers & Fanatics (sections on "The Dry Crusade,""Intolerance,""To Unknown Gods")		B. I. Defining a Purpose (Problem): student selects one issue from the list. II. Developing a Tentative Answer: student forms a useful hypothesis about the impact of the issue on the 1928 election. III. Testing the Tentative Answer: student tests his hypothesis by arranging and analyzing evidence from the data (readings, films, filmstrips) IV. Developing a Conclusion: student makes conclusion about the validity of his hypothesis		

Mod: Intro. to Am. Studies Focal Concept: The Am. Experience in 20th Centry Concept: 1. Interpreting the Experience

Explainers	Materials	Skills	Activities	Dist.	Time
	Feller, The American Economy, pp. 44-60 Gandy, Politics in America, pp. 58-79 Weaver, American Values, pp. 34-72		C. Students summarizes as to how he thinks the "typical" American in 1928 viewed himself and his nation		
Perspectives 1. Historical Method	Fenton's "An Introduction to the Study of History" Film: "1898" part 2 Daniels, Studying History, How and Why Handout. Filmstrip: "The Age of Theodore Roosevelt" "Did England Lose Colonies for Want of Mast Logs?" Handout: Timeline of Events "1898" Feder, The American Experiment in Imperialism: How and Why? Teaching Unit, U.S. Foreign Policy mod. pp. 30-43 May, From Imperialism to Isolationism, 1898-1919 pp. 1-32 Working with History Handout: "Six Interpretations by Historians"		Act. 5 A. "Why did the United States expand its influence overseas in 1898?" 1. Students understand, classify, interpret and evaluate information relating to this historical question from a short timeline, 1895-1905, using the "Working with Historical Evidence" worksheet.	pairs	
			2. Students given six historical interpretations and they decide which interpretation best fits and explains the historical question; students provided need and basic arguments that would clarify these interpretations. Six Interpretations by Historians: 1. Economic considerations (the Beards) 2. Yellow Journalism and public opinion (Wisan) 3. Moral and Humanitarian sympathy (Freidel)	pairs	

Mod: Intro. to Am. Studies Focal Concept: The Am. Experience in 20th Century Concept: Interpreting the Experience

Explainers	Materials	Skills	Activities	Dist.	Time
	James, American Foreign Policy (pp. 42-51, 62-65) "Old Capitol Detective Work"		4. National Defense Requirements (Bemis) 5. Dissatisfactions with domestic conditions (Hofstadter) 6. Manifest Destiny: U.S. Mission to Expand (Faulkner) What spokesmen of the 1898 period would support this interpretation? (Feder, "American Experiment in Imperialism, How and Why?") 3. Student develop and substantiate his own explanation(s) that best explain(s) the series of situations that are brought out in the historical question. 4. Debriefing with reference to historical method of weighing evidence and interpretations 5. Review of historical investigation method: What was the nature of the explosion(s) that sank the Maine?	indv.	
Perspective 2. Social Science	Handout: "Social Inquiry Method," "Searching for True Answers" "Making Up Your Mind" (1970 Intro. to KSSP, SH-3) Inquiries in Sociology, SRSS, pp. 70-81	I. A,B,C II. A,B,C III. A,B,C IV.	Act. 6 A. Students compare methodology of historians with that of social scientists: 1. past verses recent data 2. Contemporary verses past problems of understanding and questioning 3. Sampling and interviewing problem in historeography - observation by first hand verses observation of documents. B. Students work out social science inquiry method, using the esamples in "Searching for True Answers." Students draw inferences and conclusions from data tables and identify answered questions.		

Mod: Intro. to Am. Studies Focal Concept: The Am. Experience in the 20th Century Concept: 1. Interpreting the Experience

Explainers	Materials	Skills	Activities	Dist.	Time
	"Testing for Truth" (SRSS)	I. A,B,C II. A,B,C III. A,B,C IV.	C. Refer to "Testing for Truth" and work an example with students, explaining the methods used, problems with sampling, and variables that should be considered. As an overnight assignment have students take home a brief questionaire and have their parents respond to questions relating to the need and role of a standard American History course in high school. The next day have students tabulate the data and relate to variables and draw a conclusion. Instructor should critically evaluate validity of the sampling, reliability of the questionaire, and the soundness of the conclusions.		

Mod: Intro. to Am. Studies Focal Concept: The Am. Exp. in the 20th Century Concept: 2. Domestic Developments Shape the Exp.

Explainers	Materials	Skills	Activities	Dist.	Time
Historical Views	Handout: "Historical Views of Developments"		Act. 1 A. Explain to students, using the handout, the nature of setting in historical views (time, place, personalities, events, circumstances) and the who, what, where, why of the implications, occurrences, consequences, interpretations involved in historical views.	class	
Time Episodes	Handout: "Historical Views of Domestic Developments" 1896-1920 1921-1940 "Student registration sheet for above" 1941-1968 Film: "1964"; "Not So Long Ago" (opt.)	II. A,B,C III. A,B,C	Act. 2 A. Relate themes of each historical episode to students: (eight episodes) 1896-1919: Innocence and then Progressivism 1920-1940: Fads of the 20's and the Great Depression and the New Deal 1941-1968: Growth, Stagnation, and Explosion From the labels assign to each episode, students evaluate the socio-political and economic conditions with in each episode.	indv.	
Evidence	Life, June 18, 1972, "The 50's" Davies, The New Deal Ganley, The Progressive Movement Traverso, Immigration: A Study in American Values Cuban, The Negro in America Iman & Koch, Labor in American Society Mandelbaum, The Social Setting of Intolerance	III. A,B,C	Act. 3 A. Each group of 3 to 4 students selects an episode and each member within the group chooses an area within a time episode (historical interpretation, political-governmental, social, and economic) and makes note of, 1) Comparison of forces for stability and change, 2) evaluate events that each student will classify and explain as being either forward or or backward moving in the development of the American way. After each member in the group researches his topic and answers the two general concerns, the group will:	Small group (3-4)	

Mod: Intro. to Am. Studies Focal Concept: The Am. Exp. in the 20th Century Concept: 2. Domestic Developments Shape the Exp.

Explainers	Materials	Skills	Activities	Dist.	Time
	Rattner, Reform in America Sperline, Great Depressions Wright, Political Leadership in America Malone & Rauch, War and Troubled Peace, 1917-1939 Malone & Rauch, America and World Leadership, 1940-1965 Bailey, The American Pageant, Vol. 2 (white) Shafer, et al, 1865 to the Present Hofstader, Great Issues in American History, Vol. 2 titles from Voices from America's past series Traverso & Halsey The 1920's; Rhetoric or Reality Merrill & Halsey, Responses to Economic Collapse: The Great Depression of the 1930's		1. Present the information to the class. (evidence and interpretation), 2. Offer generalizations about America of that period, and 3. From today's perspective, offer what were the most significant trends that occurred in that period and that are still evident and important today. Other students keep notes and presentation and then evaluate the presentations. How well did the student who made the report understand his topic? How successful was the student in presenting his report to the class? B. Each group, relating to a time episode, with each member of the group investigating an area within that time episode, will give an oral presentation (5-10 minutes per member; 20 to 40 minutes) to the rest of the class. Class members are to take notes as they listen to the presentations. Each student wil evaluate and rate the performance of individual members and the group by using Student Ratings of		

Mod: Intro. to Am. Studies Focal Concept: The Am. Exp. in the 20th Century Concept: 2. Domestic Developments Shape the Exp.

Explainers	Materials	Skills	Activities	Dist.	Time
	Leuchtenburg, The Perils of Prosperity, 1914-32 Allen, Only Yesterday Freedman, Issues of the Sixties Kownslar & Frizzle, Government Responsibility: At Home and Abroad, 1898-1945 Kownslar & Frizzle, Facing a New Era, 1945- Goldman, The Crucial Decade, 1945-1960 Feller, The American Economy Gandy, Politics in America Weaver, American Values Allen, The Big Change Feder, The Economy and the New Deal: Unwarranted Interference or Necessary Regulation?		Historical Views of Domestic Developments" C. A test will be administered to the class composed of items written by individual students over the information they presented to the rest of the class.		

Mod: Intro. to Am. Studies Focal Concept: The Am. Exp. in the 20th Century Concept:3 Foreign Events Shape the Experience

Explainers	Materials	Skills	Activities	Dist.	Time
Selected Historical Situations	Handout: "Decision Involving Americans in Foreign Events, 1895-1968" (22 items)	I. A,B,C	Act. 1 A. Handout given to students and the assignment explained. From this list each student is to select one or more events which he will investigate and analyze the policy decisions involved. Student will be required to present the results of his research to the class and turn in a short research paper.	indv.	
Policy Decision Analysis	May, From Imperialism to Isolationism, 1898-1919 Winks, The Cold War Knowles & Frizzle Facing a New Era, 1945- Spanier, American Foreign Policy Since World War II Feder, The American Experiment in Imperialism: How and Why? Feder, Why Did the U.S. Enter World War I? Why Did the United States Reject the League of Nations? Feder, Why Did the United States Enter World War II?	I. A,B,C II. A,B,C III. A,B,C IV.	Act. 2 A. Each student, after final selection of his topic(s), is to locate and make a list of the sources that he will use in his investigation and analysis of policy decisions. His investigation and analysis must include: 1. Historical setting: time, place, events, personalities, and nations 2. Policy Examination: a) What issues, problems, and/or obstacles confronted the Am. decision-makers involved in the historical setting? b) What alternatives were open to the decision-makers? c) Why was the decision made the way it was? 3. Each student will judge the policy-decision that was made regarding this event in terms of: a) the correctness and degree of success or failure of the decision at the time. b) the correctness and the degree of success or failure of the decision from the perspective of the present.		

Mod: Intro. to Am. Studies Focal Concept: The Am. Exp. in the 20th Century Concept: 3. Foreign Events Shape the Experience

Explainers	Materials	Skills	Activities	Dist.	Time
	Feder, The United States Commitment to a Free World: How Far Should We Go? Bailey, The American Pageant, Vol. 2 (white) James, American Foreign Policy Malone & Rauch The New Nation, 1865-1917 Malone & Rauch War and Troubled Peace, 1917-1939 Malone & Rauch America and World Leadership, 1940-1965 Films: "The Great War" (for other film titles see pp. 96-A to 102-A in JCSS Film Catalog) Handout: Policy-Decision Analysis	Value Clarification	4. Consequences of the Policy: a) Explain what were the short term consequences of the policy. Long term (effect on the U.S. yet today) b) What is the relationship between this policy decision and America's current world role? 5. Re-evaluation of Policy: a) If you were an influenced advisor to the decision-makers involved in the foreign event what policy would you recommend? b) What evidence and reasons would you present to support you policy-decision? 6. Each student is to judge if there is any "lesson of history" that may be seen in this particular problem and decision-making situation; he is to state what he thinks it is and offer a reason why this is a "lesson" or "moral" of the situation. 7. In conclusion, each member is to deal with this "if" question: a) What would have happened if the decision made had gone almost opposite that of the decision that was made and the resulting action taken had been very different from what happened? b) What might have happened then under the following circumstances in terms of: 1) immediate consequences from the changed decision? 2) Present consequences from that changed decision? Give a reason to support your opinions for the "What if" question.		

Mod: Intro. to Am. Studies Focal Concept: The Am. Exp. in the 20th Century Concept 4: Today's Events Will Shape Tomorrow's Experience

Explainers	Materials	Skills	Activities	Dist.	Time
Contemporary American Experience	"Keep People on Farms to Help America?", "Frustrated Fury of the Unneeded Seen as Major Threat to Society", "America: Heated on the Anvil of Change", "Predict 'Glorious Times' for Mankind in 1990's", Commager, "Distinquished Historian Urges Amnesty for Viet Resisters", "The Dishonor Done When U.S. Bombs to Save Face", Handout documents: "Contemporary Historians View of America", Merton, "That Earthly Paradise-America", "[illegible] Message: [illegible] [illegible] [illegible] "[illegible]	I. A,B,C II. A,B,C III. A,B,C IV.	Act. 1 A. Have students pair off and identify 3 to 5 trends that they perceive as shaping the contemporary American experience. They are to explain why they consider these to be trends as they are listed on the blackboard. B. Instructor presents another list of trends on an overhead or blackboard: "Trends in the American Experience" 1. Continued growth of the national (central) government in increasing responsiveness to public and individual needs. 2. Government will become less responsive to public criticism concerning certain particular policies. 3. Continued conflict between metropolian and small town life styles and values. 4. American attitudes will change to the extent that relations among the various racial and cultural groups will improve, allowing for a greater intolerance for pluralism in the American society. 5. More gov't. regulating and ownership of basic industries in the American economy, replacing private ownership of these industries. 6. Continued increase of frustration and alienation among more and more Americans toward authority and others. 7. Increased hostility and problems between the U.S. and other wealthy and developing nations of Asia, Africa, and Latin America. 8. Increase in international law regulating worldwide problems like pollution, population, sharing food and mineral resources, freer trade patterns		

Mod: Intro. to Am. Studies Focal Concept: The Am. Exp. in the 20th Century Concept 4: Today's Events Shape Tomorrow's Experience

Explainers	Materials	Skills	Activities	Dist.	Time
	"[illegible] [illegible]" "[illegible] Domino Theory" "[illegible] on Trade" "The National Honor: Peace or War?" "What's Really Wrong with Us"		C. Have students critically evaluate the validity of trends identified by the instructor, presenting evidence that either supports or refutes the trends identified D. Refer students to documents which they are to 1) read; 2) check for correctness of the process of inquiry originally introduced; 3) make a preference of documents substantiated by student's reasoning and comparison to others be rejected; 4) working with the document he preferred, he is to identify questions or points inadequately presented and answered. E. On the basis of the preferred document and identified questions and points inadequately dealt with in the document, students are to analyze briefly the contemporary American scene and arrive at his own summary of the American experience at this point in our history.		
Your Value Position	Handouts: "Values Clarification: The American Way" "American Dream: Past, Present, and Future"	Value Clarification Value Clarification	Act. 2 A. Students are to respond to the handouts given to them in class and explain and give supporting evidence for the types of responses they give to each item. B. Instructor is to discuss briefly the introductory comments to the handout, "Values Clarification: The American Way." Students then proceed to respond to value statements. Results may be tabulated on the board and each item discussed as to different inferences that may be drawn from each. C. Answer unfinished statements on "The American Dream: Past, Present, and Future"	indv.	

Mod: Intro. to Am. Studies Focal Concept: The Am. Exp. in the 20th Century Concept 4: Today's Events Shape Tomorrow's Experiences

Explainers	Materials	Skills	Activities	Dist.	Time
Projections for Future American Experiences	Handouts: "The Year 2072" (Parts I and II) "Your Value Position"	Generalizing Value Clarification	Act. 3 A. Students are to pair-off and respond to the worksheet, "The Year 2072" Part I. Pairs may be called upon to report the the class their responses to particular items without further discussion. Students are to present supporting evidence for their responses.	pairs	
			B. After responding to "The Year 2072" Part II, the results may be tabulated on the blackboard. The class may then interpret the data, draw inferences, and form generalizations about the "optimism" and "pessimism" of the class concerning the future of the U.S.		
	Letter, "Where is America?"	Value Clarification	C. Read, consider, and respond to the letter, "Where is America?" What is your value position concerning the assumptions and values interpreted here?	pairs	

KENNEDY SOCIAL STUDIES PROGRAM

A PROCESS OF INQUIRING

The Four Steps:* Problem - Hypothesis - Test - Conclude

I. Defining A Purpose
Problem
- A. Becoming Aware of a Problem
- B. Making the Problem Meaningful
- C. Making the Problem Manageable

II. Developing a Tentative Answer
Hypothesis
- A. Examining and Classifying Available Data
- B. Drawing Inferences
- C. Stating A Hypothesis

III. Testing the Tentative Answer
Test
- A. Assembling Evidence
  1. Identifying Needed Evidence
  2. Collecting Evidence
  3. Evaluating Evidence
- B. Arranging Evidence
  1. Translating
  2. Interpreting
  3. Classifying
- C. Analyzing Evidence
  1. Seeking Relationships
  2. Noting Similarities and Differences
  3. Identifying trends, Sequences, and Regularities

IV. Developing A Conclusion
Conclude

* Remember the four basic steps: Problem - Hypothesis - Test - Conclude.

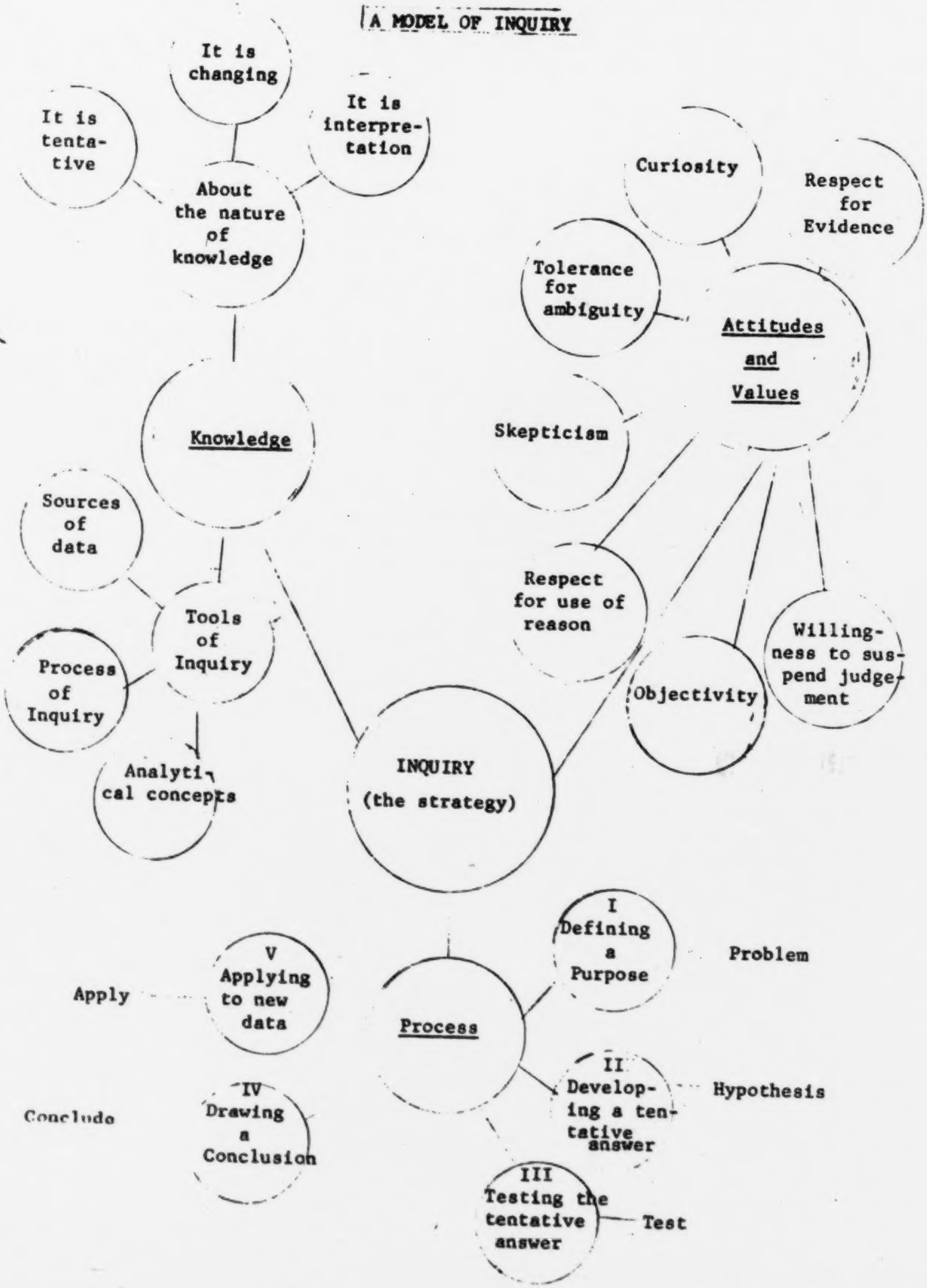
1. Problem
2. Your Hypothesis
3. Test Your Hypothesis
4. Develop a Conclusion

This basic "Process of Inquiring" will be used in nearly all social studies Instructional Modules at Kennedy. You will be asked and expected to frequently refer to this "Inquiry Process", to understand it, know how to apply it, and to use it.

Barry K. Beyer, Inquiry in the Social Studies Classroom, A Strategy for Teaching. Columbus: Charles E. Merrill Publishing Co., 1971.

Kennedy Social Studies Program,
Educational Experiences through the use of Inquiry Methods.

A MODEL OF INQUIRY


It is changing
It is tentative
It is interpretation
About the nature of knowledge
Knowledge
Sources of data
Tools of Inquiry
Process of Inquiry
Analytical concepts
Curiosity
Respect for Evidence
Tolerance for ambiguity
Attitudes and Values
Skepticism
Respect for use of reason
Objectivity
Willingness to suspend judgement
INQUIRY (the strategy)
Process
I Defining a Purpose
Problem
II Developing a tentative answer
Hypothesis
III Testing the tentative answer
Test
IV Drawing a Conclusion
Conclude
V Applying to new data
Apply

INTRODUCTION TO AMERICAN STUDIES

Objectives

I. Interpreting the Experience

Cognitive: The student will be able:

1. To identify and comprehend salient events and trends in recent American history from the handout: "Chronology of U.S. Events, 1896-1970's".
2. To list three characteristics in response to the open-ended statement: An American is ______________________.
3. To comprehend William's list of 15 values.
4. To apply inquiry skills to the data on the "1939 Comparative Naval Table."
5. To comprehend and apply the four steps of the inquiry process in an investigation of the issues in the 1928 election.
6. To classify, interpret, and evaluate information acquired from readings, films and filmstrips, and timeline relating to this historical question: "Why did the United States expand its influence overseas in 1898?"
7. To compare and contrast original documents and six historical interpretations of why the U.S. expanded its influence overseas in 1898, and summarize which interpretation best explains this historical question.
8. To compare and contrast the methodalogy of historians with that of social scientists.
9. To draw inferences and conclusions from data tables.

Affective: The student will recognize the desirability of:

1. Clarifying his values by responding to the Reaction statement: "Most Americans are ambitious, idealistic, and selfish."
2. Applying the inquiry attitudes and values (see Barry Beyer's, A Model of Inquiry) in analyzing three documents.
3. Accepting a scientific disposition in analyzing social and historical phenomena.
4. Appreciating the investigative techniques of historians and social scientists.

II. Domestic Developments Shape the Experience

Cognitive: The student will be able:

1. To comprehend the nature of setting in historical views, and the who, what, where, why of the implications, occurrences, consequences, interpretations involved in historical views.
2. To relate and make inferences about the themes of the three historical episodes: 1896-1919, 1920-1940, and 1941-1968.
3. To select a time episode which he will work with in a small group, and for the episode selected, the group will:
    a. Compare the forces for change and stability;
    b. evaluate, classify, and explain events within the episode.

Intro. to American Studies Objectives continued

4. To explain to the class his information, generalizations, and conclusions from today's perspectives about the historical episode that he investigated.
5. To take notes over reports concerning the historical episodes in class.
6. To write two objective test items which will be compiled with other items to form a test for the class.

Affective: The student will recognize the disirability of:

1. Cooperating in a small group to investigate a historical episode and problem.
2. Examining and critically evaluating original and secondary sources in locating evidence and formulating generalizations in historical research.
3. Using an objective approach in historical investigation.
4. Being receptive and listening attentively to differing view points and interpretations relating to historical episodes.

III. Foreign Events Shape the Experience

Cognitive: The student will be able:

1. To comprehend and select on or more U.S. foreign policy decision event(s) from a timeline of U.S. foreign events, 1895-1968.
2. To investigate and analyze the U.S. foreign policy that he selects, including in his investigation explanations of:
    a. the historical setting;
    b. issues, problems, and obstacles confronting American decision-makers;
    c. alternatives open to the decision-makers;
    d. why the particular decision was made;
    e. how correct the policy decision was;
    f. consequences of the policy, both short term and long term.
3. To write a short research paper on his investigation of an U.S. foreign policy decision, and present his findings to the class.
4. To justify his conclusions in response to an "if" question: What would have happened if the decision made had gone almost opposite that of the decision that was made and the resulting action taken had been very different from what happened?

Affective: The student will recognize the desirability of:

1. Re-evaluating U.S. foreign policy decisions by using pertinent evidence.
2. Clarifying his values as to whether there are lessons or morals relating to particular U.S. foreign policy decision events.
3. Acquiring self-reliance in working independently on a research project.
4. Using an objective approach in problem solving.

Intro. to American Studies Objectives continued

IV. Today's Events Shape Tomorrow's Experience

Cognitive: The student will be able:

1. To identify and describe 3 to 5 trends that he perceives as shaping the contemporary American experience.
2. To evaluate the 8 trends identified by the instructor.
3. To formulate generalizations about what life will be like in the year 2072.
4. To draw inferences from a class-produced list about the "optimism" or "pessimism" of the class concerning the future of the U.S.

Affective: The student will recognize the desirability of:

1. Clarifying his own values concerning "The American Way."
2. Defining his value position about the assumptions and values in the letter, "Where is America?"
3. Being receptive to the views of others in evaluating the perceived trends in the American society.

Mod: Intro. to Am. Studies
Focal Concept: The Am. Experience in the 20th Century
Concept: Interpreting the Experience
Activity: 1

KSSP

20th CENTURY UNITED STATES: A PRE-TEST

1. The candidate of the Democratic Party and the Populist Party for President in the 1896 election was:
   A. William Jennings Bryan
   B. William McKinley
   C. Grover Cleveland
   D. Theodore Roosevelt
   E. Eugene Debs
2. Which of the following Populist Party demands was not adopted by the federal government?
   A. an income tax
   B. direct election of senators by the people
   C. limit on the number of immigrants
   D. government ownership of railroads
3. The decade of the 1890's was generally one of:
   A. prosperity
   B. domestic peace
   C. both of these
   D. neither of these
4. A result of the Spanish-American War in 1898 was that the United States gained possession of all of these except:
   A. Puerto Rico
   B. Cuba
   C. Guam
   D. The Philippines
   E. Hawaii
5. W. E. B. Du Bois' ideas about how black Americans should help themselves disagreed with the ideas of:
   A. George Washington Carver
   B. Booker T. Washington
   C. Frederick Douglass
   D. William B. Jones
   E. none of these
6. President Theodore Roosevelt's "Big Stick" policy refers to:
   A. maintaining law and order within the United States
   B. his hostility toward labor unions
   C. U.S. intervention in the Caribbean area
   D. his love of the outdoors
   E. his conflict with U.S. lumber corporations
7. As President Theodore Roosevelt believed that trusts should be:
   A. broken up completely
   B. broken into smaller trusts
   C. regulated by the federal government
   D. controlled by the states
   E. completely left alone by Government

8. The Federal Reserve System was established to:
   A. conserve the nation's oil supply
   B. conserve the nation's coal supply
   C. conserve the nation's forests
   D. conserve the nation's publicly owned park land
   E. none of these
9. The purpose of the Clayton Anti-Trust Act and the Federal Trade Commission was to:
   A. regulate all corporations
   B. end control of any industry by a few companies
   C. protect unions from trusts
   D. help businessmen to prosper
   E. limit any possibility of competition
10. During World War I, the federal government:
    A. assumed a major role in coordinating the economy
    B. bitterly fought collective bargaining
    C. reversed most of Woodrow Wilson's peacetime reforms
    D. strictly enforced the anti-trust laws.
    E. seized control of all basic units of production and manufacturing
11. All of the following arguments were used by opponents of President Woodrow Wilson over the League of Nations issue except:
    A. the United States would be dragged into minor wars around the world
    B. Article 10 required a unaminous vote by the Council of the League of Nations before action could be taken against aggressors
    C. the power of Congress to decide whether the United States should go to war would be reduced in practice
    D. The United States could do more to promote world peace if it stayed out of European conflicts whenever possible.
12. The history of American foreign policy from 1898 to 1918 can be characterized as:
    A. a shift from total isolation to internationalism
    B. a shift from internationalism to total isolationsim
    C. wavering violently between isolationism and internationalism with no clear pattern emerging
    D. the emergence of a new world increasingly involved in foreign affairs
    E. none of these
13. During the 1920's, the federal government:
    A. did little to regulate big business
    B. lowered the taxes on industries
    C. encouraged activities that helped lead to the growth of trusts
    D. all of these
    E. none of these
14. The economic boom of the 1920's rested on:
    A. the rapidly growing value of stocks and bonds
    B. investments in such new industries as the automobile industry and purchases of consumer durable good such as houses
    C. the growth of organized labor and prosperous agriculture
    D. increasingly equal distribution of goods and services
    E. an end to most of the "Poverty Pockets" in the U.S.

15. All of these men were President during the 1920's except:
    A. Warren Harding
    B. Al Smith
    C. Calvin Coolidge
    D. Herbert Hoover
    E. Woodrow Wilson
16. President Hoover thought he might be able to end the Great Depression by:
    A. helping business get started again
    B. providing large scale relief
    C. beginning huge public works projects
    D. allowing the economy to follow its own course
    E. cancelling all public and private debts
17. Which was not a part of the New Deal program to combat the economic depression of the 1930's?
    A. extending the prohibition laws
    B. providing jobs on public building projects
    C. providing federal relief payments to the unemployed
    D. providing higher prices for farm products
    E. Hiring men to work on projects in state parks
18. The National Recovery Administration codes passed by Congress in 1933:
    A. were designed to lower prices and raise production
    B. were designed to limit production and raise prices
    C. enforced the labor-union provisions of the Wagner Act
    D. established minimum hours and maximum wages, to spread the available work among as many people as possible
    E. none of these
19. American foreign policy during the 1930's can be characterized as:
    A. moving gradually from internationalsim to isolationsim
    B. moving gradually from isolationism to international involvements
    C. remaining steadfastly neutral
    D. stopping Hitler before it was too late
    E. being non-existent
20. President Franklin D. Roosevelt's plan for improving America's dealings with Latin Amereian nations was called the:
    A. Pan American Conference
    B. Organization of American States
    C. Good Neighbor Policy
    D. Alliance for Progress
    E. none of these
21. All of these events happened in foreign affairs in the 1930's except:
    A. Stimson Doctrine
    B. Italy's invasion of Ethiopia
    C. the Munich Conference
    D. the Washington Naval Conference
    E. Japanese invasion of China

22. World War II started with:
    - A. the outbreak of the Spanish Civil War
    - B. the attack on Pearl Harbor
    - C. Germany's invasion of Poland
    - D. Japan's leaving the League of Nations
    - E. Italy's invasion of Albania
23. The Axis powers during World War II were:
    - A. England, France, Russia
    - B. England, France, Italy
    - C. Germany, Japan, Italy
    - D. Russia, Germany, Japan
    - E. Russia, Italy, France
24. President Roosevelt's foreign policy during the 1930's was:
    - A. more isolationist than that of Congress
    - B. less isolationist than that of Congress, but less and less inclined toward intervention
    - C. similar to that of the America First Committee
    - D. more and more interventionist, but cautiously so
    - E. vague, because the concern with the depression left no time for foreign affairs
25. President Franklin D. Roosevelt was the only President to serve
    - A. three terms
    - B. four terms
    - C. five terms
    - D. six terms
    - E. two and one half terms, because of Harding's death
26. The policy of containment, formulated by the U.S. State Department in the late 1940's, was designed to:
    - A. contain communism within its existing borders by force if necessary
    - B. restrict Communism to Europe, while preventing its spread to Latin America by force if necessary
    - C. prevent a Communist takeover of China by force if necessary
    - D. stifle the spread of Communism within the United States
    - E. roll back Russian influence to where it had been in 1939
27. On the whole, American foreign policy in the 1950's and 1960's as compared to the late 1940's:
    - A. paid more attention to Asia, Africa, and Latin America
    - B. paid more attention to Europe
    - C. became more and more an issue that divided the Democrats from the Republicans
    - D. was very similar, with its emphasis on isolation
    - E. stressed working through the United Nations
28. The Employment Act of 1946:
    - A. guaranteed a job to every able-bodied man and woman
    - B. officially committed the federal government to the job of promoting full employment
    - C. removed price controls and rationing, which had kept down the number of jobs in consumer-goods industries
    - D. banned the closed shop, allowed employers to sue unions for breach of contract, and required a sixty-day "cooling off" period before a union was allowed to strike in a crucial industry

29. In his two terms of office, President Dwight D. Eisenhower:
    - A. went back to the economic policies of Harding, Coolidge, and Hoover
    - B. slowed down the pace of federal involvement in economic affairs, but continued most of Roosevelt's and Truman's programs
    - C. held the line on most of Roosevelt's and Truman's programs, while extending the idea of the TVA and working to repeal the Taft-Hartley Act
    - D. established the Federal Reserve System, designed to curb recessions without raising government spending
30. All of the following statements about the federal government from 1945 to 1964 are true EXCEPT:
    - A. It turned over power to state and local governments
    - B. More than half its budget was devoted to defense spending
    - C. Its role in the economy grew steadily, regardless of what party was in the White House
    - D. It gradually assumed the goal of ending poverty
31. During his time in office, President John F. Kennedy:
    - A. pushed the "war on poverty" and Medicare through a relectant Congress
    - B. proposed legislative programs in education, medical care for the aged, and civil rights
    - C. continued Eisenhower's effort to restore a "proper" balance between the executive and legislative branches
    - D. sought to prevent further inflation through urging laws to keep the steel industry from raising prices
32. All of the following statements are most likely from the Supreme Court's decision in Brown vs. The Board of Education, EXCEPT:
    - A. "We conclude that in the field of public education the doctrine of 'separate but equal' has no place. Separate educational facilities are inherently unequal."
    - B. "To separate them (schoolchildren) from others of similar age and qualifications solely because of their race generates a feeling of inferiority as to their status in the community that may affect their hearts and minds in a way unlikely ever to be undone."
    - C. "We must consider public education in the light of ... its present place in American life ... Only in this way can it be determined if segregation in public schools deprives these plaintiffs of the equal protection of the law."
    - D. "Laws permitting, and even requiring, their separation in places where they are liable to be brought into contact do not necessarily imply the inferiority of either race to the other ...."
33. During the Cuban missile crisis, the Soviet Union:
    - A. made the U.S. back down
    - B. forced Cuba to apologize to the U.S.
    - C. backed down to U.S. demands
    - D. continued to send missiles and supplies to Cuba
    - E. decided not to challenge the idea of U.S. dominance in Latin America, as suggested in the Monroe Doctrine

34. The Taft-Hartley Act was passed to control the power of:
    A. labor unions
    B. the Atomic Energy Commission
    C. big business
    D. the Tenessee Valley Authority
    E. large scale farming organizations (agri-business)
35. The Civil Rights Acts of 1964 and 1965:
    A. dealt mainly with school desegregation, giving the states wide powers to enforce it
    B. dealt mainly with voting, outlawing the poll tax in state and local elections
    C. guaranteed black citizens the right to a job
    D. dealt mainly with voting and school desegregation, giving the federal government wide enforcement powers.
36. All of the following programs were approved by Congress during the Presidency of Lyndon Johnson EXCEPT:
    A. the Economic Opportunity Act, launching the War on Poverty
    B. Medicare, a health plan for people over sixty-five
    C. the Elementary and Secondary Education Act, granting federal money to local schools
    D. the Immigration Act, setting up a national origins and quota system
37. The issue that gave the Johnson Administration the most trouble was:
    A. poverty
    B. race relations
    C. the Vietnamese War
    D. student revolts
38. In the 1968 election, the three largest political parties nominated:
    A. Lyndon Johnson, Richard Nixon, and George Wallace
    B. George Wallace, Eugene McCarthy, and Richar Nixon
    C. Richard Nixon, Hubert Humphrey, and George Wallace
    D. Eugene McCarthy, Richard Nixon, and Hubert Humphrey
39. From 1964 to 1968, American involvement in the Vietnamese War:
    A. rose steadily
    B. remained stable
    C. shifted from direct o indirect assistance
    D. decreased, as the doves won the majority in America
40. During the 1960's, the economy:
    A. gained steadily and rapidly
    B. gained very little
    C. suffered from deflation, though the GNP did rise
    D. faltered, due to the Vietnamese War and continuing poverty

Mod: Intro. to Am. Studies
Focal Concept: The Am. Experience
in the 20th Century

Concept: Interpreting in
Experience
Activity: 1

KSSP

20th CENTURY UNITED STATES PRE-TEST ANSWER SHEET

NAME ____________________ PERIOD ____________________

1. A B C D E
2. A B C D E
3. A B C D E
4. A B C D E
5. A B C D E
6. A B C D E
7. A B C D E
8. A B C D E
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35. A B C D E
36. A B C D E
37. A B C D E
38. A B C D E
39. A B C D E
40. A B C D E

Mod: Intro. to Am. Studies
Focal Concept: The Am. Exp. in the 20th Century

KSSP

CHRONOLOGY FOR 20TH CENTURY AMERICA

1890's - Industrial Growth; Closing of the Frontier; Overseas Expansion

1892: Populism and revolt of farmers against Eastern Industrial and financial interests.

1893-97: Economic depression.

1894: Pullman strike and labor unrest.

1895: Eastern financed Rep. William McKinley wins presidency over Midwestern Dem. Populist, William Jennings Bryan.

1898: Cuban rebellion leads to the Spanish-American War and the U.S. becomes a world power by possessing and occupying the Phillipines, Guam, Puerto Rico, and the annexation of Hawaii.

1899-1900: The Anti-Imperialist League verses "Imperialists" on the issue of overseas possessions. William McKinley again defeats William Jennings Bryan.

1900's - Industrial Abuses; Gov't. Regulation (Progressive Reform) Direct Democracy; Social Darwinism

1901: Financier J. P. Morgan organizes U.S. Steel (First billion dollar corporation).

1902: First federal gov't. anti-trust suit against corporate mergers.

1903-04: Theodore Roosevelt's "big stick" policy of intervention in the Caribbean. Acquisition of the Panama Canal Zone.

1904: Rep. Theodore Roosevelt defeats Conservative Dem. Alton B. Parker for the presidency.

1906: Pure Food and Drug Act (an example of "PROGRESSIVE ERA" legislation).

1907: High point of immigration (most immigrants from Eastern and Southern Europe)

1908: Rep. William Howard Taft defeats Dem. William Jennings Bryan.

1910's - Innocence and belligerency

1912: Dem. Progressive Wilson defeats Rep. William Howard Taft, Progressive Theodore Roosevelt, and Socialist Eugene V. Debt.

1913: 16th Amendment (Income Tax)
17th Amendment (Direct Election of Senators)
Federal Reserve Act passed

1914: Clayton Anti-Trust Act adds some teeth to the Sherman Act (1890) against business monopolies.

1914-17: Intervention in Mexico's internal problems. "October Revolution" in Russia and the Bolshevics replace the Tsar.

1915: Financial loans and armament aids to the Allies who were fighting the Central Powers.

1916: Woodrow Wilson defeats Rep. Charles Evans Hughes for the presidency.

1917: Entry into WWI on the side of the Allies.

1918: Wilson's "War Aims" announced "Peace without Victory".

1919: "Red Scare" feeling against "Foreign Radicals"
Versailles Treaty in Paris ends WWI
Senate rejects the Treaty and the League of Nations is established
18th Amendment (Prohibition).

1920's - Boom and Bust

1920: Rep. Warren G. Harding ("Return to Normalcy") defeats Dem. James M. Cox for the presidency.

1921-22: Washington Disarmament Conference

1923: Harding dies and Vice-President Calvin Coolidge becomes president.
Teapot Dome scandal.

1924: Coolidge defeats Dem. John W. Davis and Progressive Robert M. LaFollett.
Height of KKK power
Immigration Quota Act (Orientals excluded)

1925: Scopes Trial (Evolutionism verses Fundamentalism).

1926: Coolidge prosperity, "The business of America is business".

1928: Rep. Herbert Hoover defeats Dem. Al Smith from New York for the presidency.

1929: Stock Market Crash (October 29) and the "Great Depression" begins.

1930's - Depression and World Crises

1931: Japan invades Manchuria
U.S. responds with the "Stimson Doctrine".

1932: Dem. Franklin D. Roosevelt defeats Hoover for the presidency.

1933: Depths of the "Great Depression"
F. D. Roosevelt begins "New Deal" programs, i.e.; NRA, AAA, WPA, CCC, TVA, PWA
19th Amendment (Repeal of Prohibition).

1935: Mussolini invades Ethiopia.

1935-37: Neutrality Acts pass.

1936: Hitler into the Rhineland
Spanish Civil War begins
F. D. Roosevelt defeats Rep. Alfred M. Landon for the presidency.

1937: F. D. Roosevelt and Supreme Court "packing"
Japan invades the China mainland - U.S. protects China
Organized labor calls for massive strikes at auto and steel plants.

1938: Munich Conference (France and Britain yield to Hitler's demands).
Czechoslovakia occupied by Germany.

1939: Hitler invades Poland
WWII begins
U.S. passes "Cash and Carry Act"

1940's - War, Accelerated Prosperity, Cold War

1940: F. D. Roosevelt defeats Rep. Wendle Wilkie for the presidency.
Interventionists verses American Firsters (Isolationists).
Hitler conquers France.
"Battle of Britain"

1941: U.S. military preparedness
Lend-Lease Act passes
Japan invades Pearl Harbor.

1941-45: Wartime Alliance of U.S., Britain, France, and Russia
Atomic bombs dropped on Japan
WWII ends
U.N. planned and established.

1944: F. D. Roosevelt defeats Rep. Thomas E. Dewey for the presidency.

1945: F. D. Roosevelt dies and Vice-President Harry S. Truman becomes president.

1946-48: Increased U.S.-U.S.S.R. hostilities and the "Cold War" begins.

1947: The Labor-Management Act places restrictions on labor-union activities
The "Truman Doctrine" and "Containment Policy" begins to check U.S.S.R. expansionism
India gains independence from England

1948: Truman defeats Dewey for the presidency
Israel established

1949: NATO established
Mao Tse-tung wins Chinese Civil War
U.S.S.R. explodes its first atomic bomb

1950's - "The Cold War" becomes hot, Domestic Satisfaction, Civil Rights, Outer Space

1950: Joseph McCarthy's crusade against alleged Communists and "fellow-travellers"

1950-53: Korean War with U.S. involvements

1952: Rep., WWII General Dwight D. Eisenhower defeats Dem. Adlai Stevenson for the presidency

1954: Supreme Court declares school segregation unconstitutional
France is defeated in Indo-China
Geneva Accords divides Viet-Nam
SEATO established

1956: Hungarian Revolt against U.S.S.R.
Eisenhower again defeats Stevenson for the presidency.

1956-58: Middle East "crisis"
John Foster Dulles "massive retaliation" policy

1957: U.S.S.R. launches "Sputnik" - the space race begins
Math and Science pushed in schools

1960's - Social, Economic, and Political upheaval

1960: Dem. John F. Kennedy ("New Frontier") defeats Rep. Richard M. Nixon for the presidency

1961: U.S.S.R. builds the "Berlin Wall" } challenges to Kennedy's foreign policy
U.S. "Boy of Pigs" fiasco
Alliance for Progress begins
Civil-Rights "sit-in" begin

1962: Cuban "missile crisis"

1963: Civil Rights "March on Washington" (Martin Luther King's "I Have A Dream" speech)

1963 con't: Kennedy assassinated and Vice-President Lyndon B. Johnson becomes president

1964: Johnson (Great Society) defeats Rep. Barry Goldwater
Civil Rights Act passes
Medicare Act passes
The "Gulf of Tonkin" resolution furthers commitment to Viet Nam

1965: Viet Nam protests begin

1965-67: Major racial unrest in cities
Viet Nam protests increase

1968: Democratic Chicago convention demonstrations challenge political traditions
Nixon defeats Dem. Hubert H. Humphrey and American Independent George C. Wallace for the presidency
"Paris Peace Talks" begin concerning Viet Nam

From information given to you in the chronology, filmstrips, and films, answer the following question. You are expected to draw inferences and give your own interpretations, which you are to support by evidence.

1. What has been the changing function of the federal gov't. in the U.S. since the turn-of-the-century?

2. How has the U.S. economic system changed in the 20th Century?

3. What socio-cultural trends in 20th Century America can you identify?

4. What changes of America's position in 20th Century World affairs do you note?

KSSP

Mod: Intro. to Am. Studies
Focal Concept: The Am. Exp. of the 20th Century

Concept: Interpreting the Exp.
Explainer: 20th Century U.S. Survey
Activity: 1-D

CHARACTERISTICS OF NATIONALITIES

Place the adjectives which more closely identifies your idea of the characteristics of the following peoples. Please re-act with your honest feelings. You may add any adjectives you wish, but try to stay within a limit of from 5 to 10 adjectives for each group of people.

1. industrious
2. unrefined
3. lazy
4. happy go lucky
5. cruel
6. modest
7. easy going
8. sly
9. warm hearted
10. energetic
11. intelligent
12. hard working
13. ignorant
14. shrewd
15. superstitious
16. artistic
17. money grabbers
18. sportsmanlike
19. scientifically minded
20. passionate
21. ambitious
22. materialistic
23. unresponsible
24. inhuman
25. unsanitary
26. warlike
27. rhythmic
28. peace loving
29. illogical
30. uncompromising
31. compassionate
32. proud
33. craftsman like
34. ingenious
35. violent
36. dishonest

A. American People

B. Mexican People

C. Russian People

D. Chinese People

Mod: Intro. to Am. Studies
Focal Concept: The American Experience
in the 20th Century

Concept: Interpreting the
Experience
Explainer: Inquiry Attitudes
and Values
Activity: 2

KSSP

SEVEN INQUIRY ATTITUDES AND VALUES*

1. Respect for use of reason
2. Skepticism
3. Tolerance for ambiguity
4. Curiosity
5. Respect for evidence
6. Willingness to suspend judgement
7. Objectivity

*from Barry K. Beyer's A Model of Inquiry

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KSSP

INTRODUCTION TO AMERICAN STUDIES

Christopher Columbus

CHRISTOPHER COLUMBUS was born on October 12, 1452, at 27 Ponticello Street, in Genoa. He was the oldest son of Domenico Colombo, a wool comber, and his wife, Suzanna Fontanarossa, who also had four other children called Bartolomeo, Giovanni, Giacomo, and Bianchinetta. Bianchinetta married a cheesemonger named Giacomo Bavarello and went from bad to worse.

As a matter of fact, nobody knows anything about the birth of Columbus, but that's the general idea. Columbus himself said he was born in Genoa, but historians think that's too simple. He must have been holding something back.[1] Columbus wrote a lot of fake facts about his youth, to confuse the historians.

Christopher was a very ambitious youth. He could see no future in combing wool, so he decided to leave home and discover something.[2]

While he was wondering what to discover, he studies astronomy, geometry, and cosmography, and he seems to have got them a little mixed. He believed you could reach the East by going west. That is true enough, if you don't overdo it. You can reach Long Island City by taking the ferry for Weehawken, but nobody does it on purpose.

Columbus also though the world was round, like an orange. This opinion was based on the works of Aristotle, Pliny the Elder, and Roger Bacon.[3] It turned out to be right, though, and is now taken for granted except for some parts of the Bronx.[4]

Men of learning were sure that the earth was round, but they just hadn't done anything about it. Some thought that the ocean sloped. They were worried about the trip back, uphill.[5] Dr. Paolo Toscanelli, of Florence, when asked if India could be reached by going west said: "It would all depend."[6]

About this time there was a mad passion for spices from the East Indies, and nobody could get any because the Turks had taken Constantinople from somebody. In those days people practically lived on pepper, ginger, cinnamon, and cloves. There were a good many nutmeg fiends, too.

Adding all this up, Columbus decided to discover a new route to Asia by sailing across the Atlantic. That was exactly the sort of thing he would do.

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[1] I'm afraid we don't even know what his real name was. Some say he was Cristobal Colon.

[2] He couldn't let well enough alone.

[3] Which were based on nothing.

[4] Roger Bacon said India could be reached by sailing west. The catch in this was that North and South America were in the way, unless he thought the Panama Canal had been finished.

[5] "How can the rain fall up?" was a question hard to avoid.

[6] His opinions were greatly respected because he slept on a board.

Ferdinand and Isabella, of course, were the best people to see about such things. Ferdinand was mean and stingy and not a bit nice, but Isabella was a regular peach. Wh would pawn her jewels if you struck her just right.

Ferdinand and Isabella kept Columbus waiting seven years, as they were very busy killing the Moors, persecuting the Jews, and burning Spaniards who didn't agree with them.[7]

Columbus was rather trying, too, as he demanded ten per cent of the gross before he would discover anything. He would sit outside the convent of La Rabida sulking and saying that nobody loved him.

Finally, on Friday, August 3, 1492, Columbus and eighty-seven others sailed on the Santa Maria, the Pinta, and the Nina. Among those present were an Irishman named Will, an Englishman named Arthur Larkins, and a dear little cabin boy named Pedro de Acevedo, who soon became famous by running the Santa Maria into a sandbank and wrecking her completely one night while Columbus was asleep.

As an example of the efficiency with which the expedition was planned, Louis de Torrez, who knew Hebrew, Latin, Greek, Arabic, Coptic, and Armenian, was to be interpreter with the Great Khan, who spoke Chinese.

On September 17, the voyagers caught a live crab. On the nineteenth, a pelican came on board. On the twentieth, they saw gannets, or boobies.[8] On the twenty-first, they spotted a whale.

Then, on Columbus Day, 1492, they came to an island which they thought was Guanahani, because the inhabitants kept saying "Guanahini!" So Columbus named it San Salvador, which later became Watlings Island or Cat Island or Great Turk Island, or it may have been three other islands.[9]

Then Columbus discovered plenty of other places, but none of the best ones, and gave them all the wrong names.[10] He thought he was in the East Indies, but he was in the West Indies. That is what comes of going west to get east. He died without realizing what he had done.

Columbus was treated shamefully. But now that he's gone, he's perfectly wonderful. He was really first-rate, so almost everybody hated him.

On top of everything else, Columbus was sentimental. When he returned to Spain, he told Isabella about the beautiful birds and animals and the strange plant life he had seen. She interrupted, asking: "How about the gold?"

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[7] Columbus' hair turned gray while he was waiting.

[8] They should have known they were approaching America.

[9] If Columbus had not found it, we would still be Indians. Or would we?

[10] He couldn't discover the treasure of the Aztec kings because of the half-wits with him. They kept making him change his course.

On his fourth voyage, Columbus sailed along the coast of Central America trying to find the mouth of the Ganges River. It wasn't there, somehow. When he was off Honduras, Columbus had his supreme opportunity. But he missed it. A canoe full of Indians came alongside. If he had followed them home, he would have discovered Yucatan. But instead of continuing west, after the canoe, he turned east.[11]

The savages on the islands Columbus visited wore rings of gold and earrings. When he asked about the gold, they pointed toward the south, but he didn't get the idea.[12]

Columbus took back batatas, yam roots, Jamaica pepper, yuca root, Indian corn, bananas, plantains, cottonheads, tobacco, mastic resin, aloes, mangrove fruit, coconuts, bottle gourds, palm oil, an American dog, a kind of rabbit call ulia, lizards, stuffed birds, a stuffed alligator, and six Indians.[13]

Soon after the return of Columbus and his men, syphilis broke out in Europe.

In 1519 Magellan proved Columbus right about the earth's shape. People finally found out what was what.

Of course, Columbus thought there was no such place as America. Amerigo Vespucci, a Florentine, wrote an account of his American voyages which was translated into German and became a best-seller in Germany. Vespucci somehow gave the impression that he was a big shot. I'm sure he had no such intention.[14]

Anyway, Waldseemuller, who was even dumber, read the book and named the New World after Amerigo.

They think they have the bones of Columbus in Ciudad Trujillo. They think they have them in Genoa and Seville, too.

By the way, Isabella did not pawn her jewels to send Columbus over here. She borrowed the money from Ferdinand.

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[11] When you're in the Caribbean, you can't discover Mexico by going east.

[12] There seems to be something about gold that most people want. It's so pretty.

[13] The Indians are getting brighter. Today the Indians are selling trinkets to us.

[14] Actually, Vespucci was only a beef and biscuit merchant who had the contract for provisioning certain ships, "a mere landlubber."

Mod: Intro. to Am. Studies
Focal Concept: The Am. Experience in the 20th Century

Concept: Interpreting the Experience
Activity: 5-A

Much information is learned by asking questions. We will call these guiding and searching questions ANALYTICAL QUESTIONS. An investigation can be started better by asking analytical questions than by trying to provide vague and unproven answers. Asking relevant questions is a skill we must learn. Here are nine suggested general questions that should help us to understand just what information we need to discover and classify as we try to learn more about any given social problem or event.

1. What was the immediate cause for the event?
2. What was the background to this event?
3. Who are the personalities involved?
4. What new or important ideas are important?
5. What is the position of various economic groups involved?
6. What religious forces are involved?
7. What technological developments have or are taking place?
8. What weakened or strengthened institutions affect the circumstances?
9. Is the physical environment a factor?

This method of inquiry should allow us to think for ourselves as we consider evidence or information presented us. Our own frame of reference and interpretation of fact will cause us to decide which of several possible conclusions appears to be best, that is, most accurate, reasonable, and convincing to us.

We will use the inquiry method of investigation to aid our consideration of social events that are relevant and demand our involvement in order to allow us to understand what is happening in our world today.

Why do we demand that you have some understanding and appreciation of the contemporary problems and circumstances that are a part of our society? Why do we emphasize the inquiry method of investigation? These questions offer an opportunity for a summary of our teaching goals, techniques, and philosophy. People view and interpret things differently according to their individual experiences and attitudes (frame of reference). Acceptance of a statement without carefully considering its merits can be dangerous. Pressures toward social conformity without concern for the individual's existence, his thinking, and the need for accuracy are unhealthy symptoms in a democracy.. If America or another society is to be a free and open society, then the people within that society must think for themselves, know how to evaluate information, understand the groups and social forces that compete for power in their country, be acquainted with the institutions that try to govern the country, and be reminded of some of the social criticisms raised by critics who maintain that our society is not what it could or should be.

*Footnote This unit has been prepared with the assistance of Dr. Edwin Fenton's "Developing a New Curriculum: the Holt Social Studies Curriculum," and we are grateful for his suggestions.

~~Appendix A - 2.~~

The Inquiry Method of Investigation

An introduction to the inquiry method of thought and investigation used in considering social and historical problems and controversies.

The inquiry method is intended to help us to become independent and logical thinkers; capable of making up our own minds about important issues, problems, and events. From the many facts and great amount of information given us on any given subject, we must be able to decide what appears to be important, accurate, valid, and useful. We do not study social science as a subject matter, but as a helpful method useful to the concerned American citizen who tries to better understand the world and our society today. This is the task of the thoughtful and informed student interested in what happens in the world, as well as the task of the social scientist. We must learn how to approach a social problem.

INQUIRY SKILLS

1. A controversy is present and recognized.
2. A question to help explain the controversy is asked.
3. Preliminary reading and research is done.
4. A hypothesis is developed.
5. Evidence is gathered.
6. Evidence, facts, and information are classified.
7. The collected evidence is critically considered and analyzed and interpreted.
8. If the available information tends to prove the hypothesis inaccurate or uncertain, then another hypothesis should be formed to conform to the nature of the available evidence.
9. With the available information a conclusion as to the accuracy of the developed hypothesis is reached.

Important terms used in our inquiry approach to investigate social circumstances:

1. social science question
2. hypothesis
3. fact
4. data
5. evidence
6. frame of refèrence
7. generalization
8. stereotype
9. theory
10. concept
11. primary source
12. secondary source
13. validate
14. monagraph
15. assumption
16. inference
17. implicit
18. explicit
19. anthology
20. memoirs
21. document
22. anthropology
23. sociology
24. history
25. political science
26. economics
27. psychology
28. geography
29. bibliography
30. footnote

~~Appendix A - 4.~~

Using Evidence (Information)

PRIMARY:	EXAMPLE: What caused the Detroit tiot of July, 1967?
Letters, treaties, written agreements, diaries, speeches, maps, proclamations, etc. --actual documents relating to the topic under investigation. The documents themselves may be found in libraries or archives or in many cases authors write books that include documents or a reprint of it in a book it is primary evidence.	Official proclamation by President Lyndon Johnson federalizing the Michigan National Guard and authorizing the use of paratroopers, issued 11:20 p.m., Monday, July 24, 1967. Found reprinted in several books on the Detroit riot.
Interviews with people who observed or participated in the topic under consideration.	Interview with Detroit Congressman John Conyers, Jr., who witnessed the riot and spoke to rioters urging them to go home.
Actual video or audio tape, pictures, and film that recorded an event under investigation as it happened.	Video tape shot by a Detroit Television station showing rioting taking place on 12th street in Detroit on July 23, 1967.
Eyewitness account by a social scientist making the investigation.	You were there in Detroit, July 1967, and witnessed the event.

SECONDARY:	
Magazine, newspaper articles that describe or analyze an event or an individual or an idea.	Detroit Free Press newspaper article, July 23, 1967 entitled, "Bloody Rioting Continues."
Books that describe or analyze an event or an individual or an idea.	The Algiers Motel Incident by John Hersey is a book about a significant episode in a Detroit motel on the fourth day of the riot. It is directly related to the causes of riot itself.
Movies, television programs, tape recordings that analyze or summarize or review an event or an individual or an idea.	An NBC television program shown in Oct., 1967, reviewing the urban riots of the previous summer.
Interviews with people who have opinions about an event or an individual or an idea.	An interview with Hugh Gibson, Cedar Rapids resident, who has strong feelings about the causes of urban riots.

~~Appendix A - 6.~~

Bibliographic Style

A bibliography is an alphabetized list of the books, magazines, articles, and any other sources (resources) used in the writing of research papers. It is usually found at the very end of a research paper, and its purpose is to inform the reader as to what sources (resources) were consulted in the writing of the paper. When typing or writing the paper's final copy, bibliographic entries may be either double or single spaced; if single, there should be a double space between entries. The following hypothetical bibligraphy illustrates the most common types of bibliographic entries.

1. Cedar Rapids Gazette. Editorial. April 23, 1969. (Newspaper)

2. Collier's Encyclopedia. "Africa." New York: Crowell, Collier and Macimillan, Inc., 1967. (Encyclopedia)

3. Freedman, Leonard (Editor). Issues of the Sixties. Wadsworth Publishing Company, Inc., Belmont, California, 1965 (Editor of a book).

4. King, Martin Luther, Jr. Stride Toward Freedom. New York: Harper and Row, 1958. (Single author book).

5. Kerner, Otto (Chairman). U.S. Riot Commission Report. New York: Bantam Books, 1968. (Chairmaned book or report).

6. "The Lost Generation of Prince Edward County." Encyclopedia Britannica Films. Film Number 7048106. (Film or filmstrip).

7. Shafer, Boyd C.; McLemore, Richard A.; and Augspurger, Everett. 1865 to the Present. River Forest, Illinois: Laidlow Brothers, Publishers, 1966. (Several authors of a book).

8. Time. "The City: The East St. Louis Blues." April 11, 1969, p. 29. (Magazine or periodical).

9. White, Rev. Leroy. Guest speaker in American Studies at Kennedy High School, April 1969. (Speaker or presentation).

Several things ought to be apparent from the above example of a bibliography. First, it is alphabetized by the first significant word of each entry. Second, from these examples the student may reason the appropriate form for any other bibliographical entry. Third, after each entry in parenthesis is a brief explanation of what the particular entry deals with. Finally, the bibliographical entries are numbered, which brings us to the next item footnotes or notes. The numbering of the bibliography relates directly to the Kennedy Social Studies.

~~Appendix A - 8.~~

Student Paper Evaluation

Name _____________________________ Assigned Grade _______

Assignment _____________________________

Organization: 5 4 3 2 1

Hypothesis clearly presented _____
Adequate introduction _____
Valid evidence and materials presented _____
Conclusion, valid from presented evidence _____
Internal organization: theme or purpose clearly presented and followed throughout paper _____
Materials carefully used and adequately developed _____

Content: 5 4 3 2 1

Presented in useful, logical manner _____
Relevant to subject _____
Accurateness _____
Adequately covers the subject _____
Specific _____
Appropriateness to the assignment _____

Mechanics: 5 4 3 2 1

Spelling _____
Sentence Structure _____
Grammar _____
Punctuation _____
Legibility _____
Adequate bibliographic entries _____
Adequate use of footnotes _____

Overall Project: 5 4 3 2 1

Shows more than a minimum of effort _____
Creative, original, or carefully researched _____
Reflects a basic understanding of the subject _____
Demonstrates sound thought and perceptive presentation _____
Adequately communicates the major themes of the subject selected _____
Below minimum level of acceptance; poorly and sloppily done _____

Other Comments: ____

____

Key to internal comments of your paper:

(+)	good
( )	satisfactory
(-)	unsatisfactory
(NA)	not applicable to your project
(IE)	inadequate explanation
(Para)	Paragraph
(IF)	Improper form
(NF)	Needs footnoting

Key to numbers:	Grade
5 EXCEPTIONAL	A
4 GOOD	B
3 AVERAGE	C
2 POOR	D
1 UNSATISFACTORY	F

Footnotes

Because the research paper is based in part upon the writings of others, it is necessary to acknowledge the sources used. These acknowledgements are made by footnotes or notes, which show where the specific information was obtained. Footnotes are needed (1) after every direct quotation and (2) after all important ideas or statements of fact or opinion. Normally, the manner in which footnoting or noting is done is rather complicated. However, the Social Studies program has attempted to make footing easier for you. (even though somewhat inaccurate.) The system works thusly: whenever you need a footnote, you merely make the following notation in the appropriate place, example, (5:10). In other words, in parenthesis, you place the number of the source and the relevant page number/numbers, separated by a colon (:). The following example with the above-mentioned bibliography should give a clue as to how the system works.

The riots and civil disorders which have disrupted the larger cities in the United States for the past few years have many debatable causes, when considered on an individual basis. However, the Kerner Report gives the most comprehensive, single analysis of why the riots happened: "Race prejudice has shaped our history decisively; it now threatens to affect our future." (5:10).

The above mentioned footnotes item is found in the bibliographical listing number 5.

Plagiarism of someone elses words and/or ideas is in fact stealing, unless credit is given for those words and/or ideas. We have attempted to make it as easy as humanly possible for you so that you need not resort to plagiarism.

Inquiry Ad. · v.
Ad. · 2

INTRODUCTION

How can a machine tell me how I will vote before I vote? Will I be one of the 25 percent to be divorced? Will there be a job for me when I get out of high school or college? Should Red China be admitted to the United Nations? What are the odds that I will be drafted before my twenty-second birthday? Will I be killed in an automobile accident?

Questions like these arouse in most of us a mild curiosity about the odds for or against us in everyday life. What can we do in the classroom to satisfy this curiosity, to pave the way for the answering of questions? This episode has been prepared as a partial answer to this question. Our aim is to introduce social studies students to a method of scientific inquiry and to involve them actively in the research process. They should also learn something about the nature and limitations of generalizations based on data collected in sample surveys.

To achieve these objectives, we believe that it's essential for students to collect and analyze their own data. In natural science courses, students learn to carry out experiments as part of their laboratory work. Why shouldn't they also conduct research in the social studies?

In any social studies class there are a number of possible research projects that can mesh with the material students are studying—projects that can be accomplished over a short period of time. Although students might prefer more ambitious projects, the most feasible kinds of investigations involve interviewing or questioning fellow students. We hope that our recommendations for research projects for this episode will fit into your program of study, but these topics should be considered as illustrative only. It would be preferable for you to use projects that fall naturally into your own course outline. For example, if you've been studying U.S. foreign policy around 1900, you might want to draw parallels with present policy and then have your students speculate on what student attitudes are toward a particular policy and how they might differ between different groups—e.g., boys and girls, high school (or college) students and their parents, seniors and freshmen.

In the process of answering such questions, your students will learn how to use the tools that are part of research and analysis. They will state hypotheses, predict behavior, construct and administer a questionnaire, tabulate and analyze data, test their hypotheses, draw conclusions, and generalize. This project method is intended to be a dynamic experience for each student—not a passive, vicarious one.

We're convinced that this episode is an important experience for social studies students. But we're also aware of the hesitation some teachers may have about teaching a unit that involves statistics. If you've had a course in research, you'll probably find this Instructors' Guide too elementary. It is written for teachers with *no background in the subject.* (It may interest you to know that some of our best results were reported from classes in which the teachers were statistically unsophisticated. And even though some teachers reported that the material was somewhat difficult for their students, our test results show that these students learned a great deal.) Once you are well into the episode, we're confident that any misgivings you may have had will disappear. Once students have mastered the procedures, they will find them useful throughout their social studies courses.

KSSP

A SOCIAL SCIENTIST LOOKS AT KNOWLEDGE

In these troubled times, the social scientist must consider the traditional ideas about scholarship, such as impersonal objectivity, aloofness, and the self justifying goodness of seeking new knowledge.

Our contemporary world is losing its confidence in the inevitability of "Progress." Too often social scientists have been, "Lecturing on navigation while the ship was going down." The feeling grows that a succession of lucky circumstances we call the American way, where interprising businessmen subsidized technical scientists, brought us to prosperity; but the Depression showed how easily millions of people could become destitute.

Today social scientists have all kinds of data, but they claim they need more. Maybe we have the wrong data, or the wrong problem, or too much of it is descriptive and not enough is capable of being used to project and predict in the sense of deliberate planning and control. Today the "American Dream" is tied to material progress, and social scientists too have worshipped this reality.

Instead of breaking up things to study, social scientists need to put them into our total culture perspective. Instead of minute specialists, we need people who can deal with human feelings and cravings. We need to stress human behavior and the reasons or conditions for human motivation, not a depersonalized study of disciplines, theories, national characteristics or institutions. So, instead of studying trends, changes, and indicators, we should study the people who do things. We have been more accurate in descriptions of what has happened than in our predictions of what will happen.

Two basic patterns of American Culture can be identified:

1. The knowledge which the sophisticated experts possess in our culture is growing at a rate far more rapid than the rate at which it is being institutionalized in the habits of thought and action of most of our people.

2. As a culture, we are cumulating our disabilities and the resulting strains of daily living at a rate faster than social legislation, education and all the agencies for "reform" are managing to harness our new knowledge in the reduction of these disabilities. This means we are becoming culturally illiterate faster than these agencies can make us as literate in the use and potential of our culture.

This means almost the entire burden of adaptation to our contemporary culture is left to the individual, because our culture recognizes little responsibility to structure new knowledge into institutional forms that will make daily living better.

There are many instances of the sense of community between the relationships of the social sciences to the humanities. Novelists, artists, and poets provide valid insights into our culture that go beyond the cautious generalizations of social science and open up significant hypotheses for study. In studying our peoples emotional responses reflecting how they react, relate and interpret arts and literature, social science has the most sensitive index to the qualitative human adequacy of operation of our economic, political, familial, religious, educational and other institutions.

The controlling factor in any science is the way it views and states its problems. Once a problem is stated, a study of it can yield no further insights than are allowed by the restricting frame of its original formulation. We must be concerned not only with data, but with the problem to the solution of which social scientists use data. So the scientist must continually ask himself, "Why do I pose the given problem and ask the questions I do regarding it?"

"The basic concern of social science is the cravings (values) which human personalities living together, in a culture have persistently sought to satisfy. If social science is to be free to be a science, it must have the courage to fight for its freedom from the dragging undertow of a culture preoccupied with short-run statements of long-run problems."

There are many crucial problems confronting us Americans as we live by our culture in the larger contemporary scene. As problems of the culture, they presumably become problems for social science. Accompanying each problem, a hypothesis is proposed for testing relative to that problem. One of the difficulties social science has to accept is that we cannot make controlled experiments on phenomena as large as a total culture. In stating these hypotheses, therefore, it is recognized that they cannot be definitely proved or disproved. This does not excuse us from doing what we can. It simply becomes the more imperative to break the hypotheses down into smaller relevant problems, where the predictive value of results can be determined, and then to apply these findings as best we can to the larger situation.

It is assumed that wherever our current culture is found to cramp or to distort the quest of considerable numbers of persons for satisfaction of basic cravings of human personality, there lies a responsibility for social science. In such cases, the first charge upon social science appears to be to ask: Does the trouble lie in the way we operate our culture, i.e., is it only a matter of relatively small internal changes within the going set of institutions; or is the trouble inherent in the kind of culture we have? If the latter, then the questions have to be faced: What alternative kinds of cultural situations would satisfy more directly and amply the cravings that are now starved? What specific research is needed to test out these alternatives? And, if a given alternative, when tested, seems sensible and desirable, "in theory, but not in present practice", what techniques and what stages of change would be needed in order to get us from here to there?

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To the extent that social scientists recognize this as difficult or dangerous, they must pose for themselves the problem of discovering and stating what kind of culture that culture would be in which intelligence would be freely and eagerly used constantly to rebuild men's institutions.

To the workaday manipulative man of affairs, the mere posing of such hypotheses as all of the above may seem fantastic. But social science is confined neither to practical politics nor to things whose practicality is demonstrable this afternoon or tomorrow morning. Nor is its role merely to stand by, describe, and generalize, like a seismologist watching a volcano. There is no other agency in our culture whose role it is to ask long-range and, if need be, abruptly irreverent questions of our democratic institutions; and to follow these questions with research and the systematic charting of the way ahead. The responsibility is to keep everlastingly challenging the present with the question: But what is it that we human beings want, and what things would have to be done, in what ways and in what sequence, in order to change the present so as to achieve it?

If social science turns aside from this task, the way ahead will be a prolonged series of blank emergencies. To the student of culture, such institutional stalemates as the one that occurred at the time of the "bank holiday" in the spring of 1933 are known to be rarely auspicious occasions for effecting needed cultural change, provided the thinking has been done in advance and the desired course of action is charted. Without the latter, such emergencies will continue to be capped by nothing more effective than Blue Eagles, forensic exhortations, scattered remedial legislation, and laments over the shortcomings of our institutions in the face of Communism or Fascism. With such research and planning, we may yet make real the claims of freedom and opportunity in America.

From Knowledge for What? the place of Social Science in American Culture. Robert S. Lynd. Princeton Press, N.J., 1939.

KSSP

INTRODUCTION TO AMERICAN STUDIES

1. The hypothesis: There is no way in which our culture can grow in continual serviceability to its people without a large and pervasive extension of planning and control to many areas now left to casual individual initiative. It should be a major concern of social science to discover where and how such large-scale planning and control need to be extended throughout the culture so as to facilitate the human ends of living.

2. The hypothesis: If democracy is to continue as the active guiding principle of our culture, it will be necessary to extend it markedly as an efficient reality in government, industry, and other areas of living; otherwise, it will be necessary to abandon it in favor of some other operating principle.

3. The hypothesis: Private capitalism does not now operate, and probably cannot be made to operate, to assure the amount of general welfare to which the present stage of our technological skills and intelligence entitle us; and other ways of managing our economy need therefore to be explored.

4. The hypothesis: The body of fact and theory around the highly dynamic situation of class conflict will have to be much more realistically and centrally considered if social science is to deal adequately with current institutions.

5. The hypothesis: The chance for the survival of democracy and the prospect of increased human welfare would be enhanced by explicit recognition of the fact that men are unequal; by the discovery and elimination of cultural causes of inequality; and, where the causes of inequality are primarily biological, by the restructuring of the culture to adjust freedom and responsibility to ability. Such readjustment would also afford greater opportunity for the expression of qualitative individual differences.

6. The hypothesis: The chance of securing more coherent, constructive behavior from persons depends upon recognizing the large degree of irrationality that is natural to them and upon structuring the culture actively to support and encourage intelligent types of behavior, including inevitably opportunity for creative, spontaneous expression of emotion.

7. The hypothesis: If major changes are required in order to cope with present problems in our culture, it is impossible to rely primarily upon popular education to effect such changes.

From Knowledge for What?, Robert S. Lynd, 1939, Princeton University Press, Princeton, N.J.

8. The hypothesis: American culture, if it is to be creative in the personalities of those who live it, needs to discover and to build prominently into its structure a core of richly evocative common purposes which have meaning in terms of the deep personality needs of the great mass of the people.

9. The hypothesis: It is possible to build a culture that in all its institutions will play down the need for and the possibility of war.

10. The hypothesis: Since urban living operates seriously at present to confuse and to devitalize our culture, science needs to discover ways to knit these loose population masses into living communities of interest, before this degenerating tendency renders the culture impotent.

11. The hypothesis: It is necessary to structure into a complex culture like ours a congruent hospitality to change in all institutional areas, in order to prevent the continuous disruption of the culture by changes that occur in single areas.

12. The hypothesis: Social science cannot perform its function if the culture constrains it at certain points in ways foreign to the spirit of science; and at all points where such constraints limit the free use of intelligence to pose problems, to analyze all relevant aspects of them, or to draw conclusions, it is necessary for social science to work directly to remove the causes of these obstacles.

Mod: Intro. to Am. Studies
Focal Concept: The Am. Exp. in the 20th Century

Concept: Interp. the Exp.
Explainer: Perspectives
Activity: 5

KSSP

THE SOCIAL STUDIES AREAS

Political Science: Generally concerned with how different people have organized themselves into different kinds of governmental structures for the purpose of bringing order into their lives. It is also concerned with such questions as:
What power or powers should be given to the government or various governmental units?
How are the rulers or representatives of the people chosen and who gets what, when, how and why?

Economics: Concerned with the study of how societies organize to produce and distribute goods and services in relation to the wants and needs of individuals in the various societies and the availability of those various goods and services.

Geography: Concerned with the study of characteristics of the environment as it relates to and affects human activity.

Anthropology: One of the behavioral sciences which has in the past been interested in the study of physical features of human beings. Much of the focus has been on small, contemporaneous societies with pre-literate and/or pre-industrial forms. In recent years the scope of anthropology has widened to include analyzing city life or the life of a nation. The interest is generally in the totality of a group's life.

Sociology: One of the behavioral sciences which is concerned with group life. Sociologists investigate the structure and functions of groups and the affects of groups on individuals. They have tended to look at the smaller unit of society such as families, voluntary groups, minorities and labor groups, but larger groups are not excluded.

Social psychology: The third of the behavioral sciences. Concerned with the relation of individuals to groups. The focus is on the individual; how he affects groups and how groups affect the individual.

History: Usually considered a part of the social studies, but often not considered a part of the social sciences because it tends to lack the ability to approach a study "scientifically". History is generally concerned with the totality of human affairs, in terms of time, place, circumstances and motivation. It provides a record of what people living before us have done.

To what extent are the various social studies areas scientific? To the degree that some activity can be started, observed, measured and reported, and repeated by someone else and turn out the same, then something is scientific. It must be predictable. To the extent that human behavior can not always be accurately foreseen or predicted, social studies must be non-scientific. It is subject to human traits and actions.

All of these areas of study are useful, none alone is adequate, as we begin to renew our concern with aspects of life that affect people working, cooperating, and conflicting with other people.

Kennedy Social Studies Program
Introduction to the Social Studies Social Perspectives

MISTAKEN IDEAS OFTEN HELD CONCERNING SOCIAL PROBLEMS

1. That people agree on what are the social problems.
2. That social problems are natural and inevitable. Social problems are not products of natural law or physical inevitability. Social problems are inevitable only in the sense that certain social arrangements make certain outcomes inevitable.
3. That social problems are abnormal. Social problems are the logical, understandable, inevitable products of present social values and practices.
4. That social problems are caused by bad people. Each social problem is a product of existing social institutions and practices and not primarily a product of deliberate evil doing.
5. That problems are created by talking about them. Experience shows that most people aren't concerned until problems directly affect them or threaten their values.
6. That all people would like to see the problems solved. For every problem there are various people who for personal interest reasons do not want a problem solved.
7. That problems will solve themselves.
8. That "getting the facts" will solve the problem. Facts have meaning only as they are interpreted and understood by one's own values.
9. That problems can be cured without institutional changes. Solutions are complex, deep-seated; require changes that are far-reaching which will probably be opposed by some powerful interests.

SOCIAL-DISORGANIZATION APPROACH TO SOCIAL PROBLEMS

Law and rules lead us to expect how people will act. A series of approved expectations about personal behavior refers to social organization. If order and predictability are replaced by uncertainty, frustration, confusion and chaos, then social disorganization sets in. Change disrupts the organization of the former system of behavior.

The following questions can be used in a social-disorganization approach to social problems:

1. What were the traditional rules and practices?
2. What major social changes made them ineffective?
3. Which of the old rules have broken down? How completely?
4. Is the social change continuing? How fast? In what direction?
5. Who are the dissatisfied groups? What solutions to them propose?
6. How do various proposed solutions fit in with the trend of social change?
7. What may become the accepted rules in the future?

--from Horton and Leslie, The Sociology of Social Problems (1970).
pages 6-12, 29-33.

Mod: Intro. to Am. Studies
al Concept: The Am. Exp. in the 20th Century

Concept: Interpreting the Exp.
Explainer: Inquiry Skills
Activity: 3-A

KSSP

INQUIRY SKILLS USED IN SOCIAL STUDIES

1. Identification
2. Observation
3. Collection
4. Communication
5. Classification
6. Measurement
7. Comparison
8. Relationship
9. Translation
10. Interpreting
11. Evaluation
12. Generalization
13. Application

Mod: Intro. to Am. Studies
Focal Concept: The Am. Exp. in the 20th Century
Concept: Interpreting the Exp.
Explainer: Inquiry Skills
Activity: 3

KSSP

DATA INTERPRETATION, FORMING GENERALIZATIONS

Strength of the Navies of the five major Western powers at the beginning of World War II. Autumn, 1939.

	I Britain	II France	III Germany	IV Italy	V United States
A. Battleships	15	7	2	4	15
B. Aircraft Carriers	6	1	-	-	5
C. "Pocket Battleships"	-	-	3	-	-
D. Heavy Cruisers	15	7	2	7	18
E. Light Cruisers	49	12	6	15	17
F. Destroyers and large torpedo boats	183	72	34	133	165
G. Submarines	57	78	57	102	85

*Der Seekrieg, Frerich Ruge, U.S. Naval Institute; Annapolis, Md., 1957, page 46.

Note - Capital ships were defined as warships of 10,000 tons or more. This includes ships listed in categories A - D.

1. Which single nation of these five nations had the most capital ships in 1939?
2. Which had the fewest?
3. If Britain and France were allied against Germany and Italy, which of the two sides would possess the stronger surface fleet (categories A - F)?
4. Which side would possess the stronger submarine fleet (G)?
5. Was the fact that Germany was rushing preparations for war proven by the size of her 1939 submarine fleet, larger than that of either of her potential enemies?
6. Was the size of the Spanish fleet about one-third that of the German fleet?
7. What was the ratio of cruisers (D + E) in the French fleet compared to cruisers in the German fleet?
8. Why was classification and role of the pocket battleship (C) not unique to Germany?
9. By the number of battleships in the German Navy, did they place much emphasis on the value of that type ship?
10. Did Italy have the technology to build an aircraft carrier?
11. Does this table prove that nations I and II were devoting more of their resources to the preparation for naval warfare than were nations III and IV?
12. Did Germany's naval weakness in 1939 tend to disprove the notion that Hitler's Germany had a massive rearmament program that led to World War II?

TESTS OF RELIABILITY IN INTERPRETING DATA

1. Authorship. Who said it? Is he an authority on the subject involved? What is the author's known bias? Is the author emotionally stable?
2. Sponsorship. Who publishes, promotes, distributes it?
3. Vested Interest. Does the author reveal a vested interest in the selectivity of data or interpretation of data?
4. Factual Content. How specific is the author? Does he make undocumented claims or conclusions?
5. Verifiability. Can the accuracy of the statements be checked against other sources? If the statements cannot be easily checked, then doubts should be raised about the reliability of the source.
6. Relevancy. Do the data support the conclusions of the author?
7. Style. Is the author's style of presentation descriptive or propagandistic? Does the style suggest accusation and conspiracy? Is the style informative or nothing but completely obvious statements? Does the author clutter his writing with meaningless words and mystical expressions?
8. Consistency. Does the source agree with other known facts.
9. Plausibility. Does the source sound reasonable in its presentation?

Interpreting data is a difficult task that is improved only through practice. It is particularly difficult to do this objectively. No doubt it is even more difficult to recognize and accept the truth when you have found it. Yet that is the task of the social scientist.

- adapted from Horton and Leslie, The Sociology of Social Problems (1970), pages 52-61.

Mod: Intro. to Am. Studies
Focal Concept: The Am. Experience in the 20th Century
Concept: Interpreting the Experience
Activity: 4-A+B

KSSP

CAMPAIGN OF 1928

The Republican and Democratic Platforms

Democratic Platform for 1928

We hold that government must function not to centralize our wealth but to preserve equal opportunity so that all may share in our priceless resources; and not confine prosperity to a favored few. We, therefore, pledge the Democratic Party to encourage business, small and great alike; to conserve human happiness and liberty; to break the shackles of monopoly and free business of the nation; to respond to the popular will.

Republican Corruption

Never in the entire history of the country has there occurred in any given period of time or, indeed, in all time put together, such a spectacle of sordid corruption and unabashed rascality as that which has characterized the administration of federal affairs under eight blighting years of Republican rule. Not the revels of reconstruction, nor all the compounded frauds succeeding that evil era, have approached in sheer audacity the shocking thieveries and startling depravities of officials high and low in the public service at Washington. From cabinet ministers, with their treasonable crimes, to the cheap vendors of official patronage, from the purchasers of seats in the United States Senate to the vulgar grafters upon alien trust funds, and upon the hospital resources of the disabled veterans of the World War; from the givers and receivors of stolen funds for Republican campaign purposes to the public men who sat by silently consenting and never revealing a fact or uttering a word in condemnation, the whole official organization under Republican rule has become saturated with dishonesty defiant of public opinion and actuated only by a partisan desire to perpetuate its control of the government.

Financing and Taxation

The Federal Reserve system, created and inaugurated under Democratic auspices, is the greatest legislative contribution to constructive business ever adopted. The administration of the system for the advantage of stock market speculators should cease. It must be administered for the benefit of farmers, wage earners, merchants, manufacturers and others engaged in constructive business.

Agriculture

Deception upon the farmer and stock raiser has been practiced by the Republican Party through false and delusive promises for more than fifty years. Speically favored industries have been artificially aided by Republican legislation. Comparatively little has been done for agriculture and stock raising, upon which national prosperity rests. Unsympathetic inaction with regard to this problem must cease. Virulent hostility of the Republican administration to the advocates of farm relief and denial of the right of farm organizations to lead in the development of farm policy must yield to Democratic sympathy and friendliness.

Labor

(a) We favor the principle of collective bargaining, and the Democratic principle that organized labor should choose its own representatives without coercion or interference.

(b) Labor is not a commodity. Human rights must be safeguarded. Labor should be exempt from the operation of anti-trust laws.

(c) We recognize that legislative and other investigations have shown the existence of grave abuse in the issuance of injunctions in labor disputes. No injunctions should be granted in labor disputes except upon proof of threatened irreparable injury and after notice and hearing and the injunction should be confined to those acts which do directly threaten irreparable injury.

Unemployment

Unemployment is present, widespread and increasing. Unemployment is almost as destructive to the happiness, comfort, and well-being of human beings as war. We expend vast sums of money to protect our people against the evils of war, but no governmental program is anticipated to prevent the awful suffering and economic losses of unemployment. It threatens the well-being of millions of our people and endangers the prosperity of the nation. We favor the adoption by the government, after a study of this subject, of a scientific plan whereby during periods of unemployment appropriations shall be made available for the construction of necessary public works and the lessening, as far as consistent with public interests, of government construction work when labor is generally and satisfactorily employed in private enterprise.

Immigration

Laws which limit immigration must be preserved in full force and effect, but the provisions contained in these laws that separate husbands from wives and parents from infant children are inhuman and not essential to the purpose or the efficacy of such laws.

Monopolies and Anti-Trust Laws

During the last seven years, under Republican rule, the anti-trust laws have been thwarted, ignored and violated so that the country is rapidly becoming controlled by trusts and sinister monopolies formed for the purpose of wringing from the necessaries of life an unrighteous profit. These combinations are formed and conducted in violation of law, encouraged, aided and abetted in their activities by the Republican administration and are driving all small tradespeople and small industrialists out of business. Competition is one of the most sacred, cherished and economic rights of the American people. We demand the strict enforcement of the anti-trust laws and the enactment of other laws, if necessary, to control this great menace to trade and commerce, and thus to preserve the right of the small merchant and manufacturer to earn a legitimate profit from his business.

Republican Platform of 1928

By unwavering adherence to sound principles, through the wisdom of Republican policies, and the capacity of Republican administrations, the foundations have been laid and the greatness and prosperity of the country firmly established.

No better guaranty of prosperity and contentment among all our people at home, nor more reliable warranty of protection and promotion of American interests abroad can be given than the pledge to maintain and continue the Coolidge policies. This promise we give and will faithfully perform.

Foreign Debts

We have no desire to be oppressive or grasping, but we hold that obligations justly incurred should be honorably discharged. We know of no authority which would permit public officials, acting as trustees, to shift the burden of the War from the shoulders of foreign taxpayers to those of our own people. We believe that the settlements agreed to are fair to both the debtor nation and to the American taxpayer. Our Debt Commission took into full consideration the economic condition and resources of the debtor nations, and were ever mindful that they must be permitted to preserve and improve their economic position, to bring their budgets into balance, to place their currencies and finances on a sound basis, and to improve the standard of living of their people. Giving full weight to these considerations, we know of no fairer test than ability to pay, justly estimated.

Agriculture

The agricultural problem is national in scope and, as such, is recognized by the Republican Party which pledges its strength and energy to the solution of the same. Realizing that many farmers are facing problems more difficult than those which are the portion of many other basic industries, the party is anxious to aid in every way possible. Many of our farmers are still going through readjustments, a relic of the years directly following the great war. All the farmers are being called on to meet new and perplexing conditions created by foreign competition, the complexities of domestic marketing, labor problems, and a steady increase in local and state taxes.

The Republican Party pledges itself to the development and enactment of measures which will place the agricultural interests of America on a basis of economic equality with other industries to insure its prosperity and success.

Labor

The Labor record of the Republican Party stands unchallenged. For 52 of the 72 years of our national existence Republican Administrations have prevailed. Today American labor enjoys the highest wage and the highest standard of living throughout the world. Through the saneness and soundness of Republican rule the American workman is paid a "real wage"

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which allows comfort for himself and his dependents, and an opportunity and leisure for advancement.

The Party favors freedom in wage contracts, the right of collective bargaining by free and responsible agents of their own choosing, which develops and maintains that purposeful co-operation which gains its chief incentive through voluntary agreement.

Immigration

The Republican Party believes that in the interest of both native and foreign-born wage-earners, it is necessary to restrict immigration. Unrestricted immigration would result in widespread unemployment and in the breakdown of the American standard of living. Where, however, the law works undue hardships by depriving the immigrant of the comfort and society of those bound by close family ties, such modification should be adopted as will afford relief.

Our Indian Citizens

National citizenship was conferred upon all native born Indians in the United States by the General Indian Enfranchisement Act of 1924. We favor the creation of a Commission to be appointed by the President including one or more Indian citizens to investigate and report to Congress upon the existing system of the administration of Indian affairs and to report any inconsistencies that may be found to exist between that system and the rights of the Indian citizens of the United States. We also favor the repeal of any law and the termination of any administrative practice which may be inconsistent with Indian citizenship, to the end that the Federal guardianship existing over the persons and properties of Indian tribal communities may not work a prejudice to the personal and property rights of Indian citizens of the United States. The treaty and property rights of the Indians of the United States must be guaranteed to them.

The Negro

We renew our recommendation that the Congress enact at the earliest possible date a Federal Anti-Lynching Law so that the full influence of the Federal Government may be wielded to exterminate this hideous crime.

Mod: Intro. to Am. Studies
Focal Concept: The Am. Experience in the 20th Century

Concept: Interpreting the Experience
Activity: 5-A

KSSP

INTRODUCTION TO THE STUDY OF HISTORY: HOW AND WHY*

The Uses of History

Robert V. Daniels begins his examination of the field of history by stating: "A person must know some history if he is even to begin to understand the world he lives in, or to act with any wisdom and perspective. History is the record of all experience." History provides a lesson in the sense that events do not exactly repeat themselves. However, historical trends and processes can be perceived. Daniels sees several benefits that a student can acquire through the challenge of studying of history:

1. History is second to none in the opportunity it offers for learning how to think.

2. Historical detail requires constant exercise in the relationship of details and generalizations.

3. History teaches judgment.

4. History can be a powerful stimulant to the curiosity and the thirst for truth.

5. Historical study is good training in dealing with complexity.

The historical approach has unique characteristics of its own. The most obvious, of course, is its emphasis on the time dimension. The historical view takes into account all of the aspects of human behavior, and it requires an awareness that the goals of human planning are seldom fulfilled in the course of events. And, according to Daniels, the "ultimate virtue of the historical approach is the detachment that enables the observer to rise above human conflicts and see all sides of a question, no matter which position he personally prefers."

History draws its information largely from two fields: the humanities and the social and behavioral sciences. History differs from the humanities in that it is based primarily on fact, and, although history is often classified with the social sciences, it resists a strictly scientific approach. Unlike the social science, yet like the humanities, history is the study of particulars; that is, it "tries to explain by particular description rather than by general analysis and laws." Drawing upon all disciplines--the natural sciences as well as the humanities and social and behavioral sciences--history presents an integrated study of human affairs.

Compiled from Robert V. Daniels, Studying History, How and Why (Englewood Cliffs, N.J.: Prentice--Hall, Inc., 1966) and John Good, The Shaping of Western Society: An Inductive Approach (N.Y.: Holt, Rinehart and Winston, Inc., 1966).

In his study of history, the student should keep several points in mind:

1. Historical instruction cannot exist without facts, but facts must be related to idea and broader patterns if they are to have significance.

2. Without generalizations history would not be a viable study of human events. Generalizations are built from concepts which in turn are based on facts. Without facts as a starting point, valid concepts and generalizations would be impossible.

3. History has two complimentary dimensions: horizontal and vertical, or survey and depth. Both are necessary considerations if any studies in history are to have value.

4. There are three procedures for organizing historical information:
    a. classification--division of historical data into units of study; e.g. chronological, geographical, or topical.
    b. linkage--recognition of logical and factual connection between the segments of history; i.e., chronological, geographical, or topical.
    c. balance--the measure of caution not to neglect an area of significance within the chosen realm of historical study.

How a Historian Works

First, a historian classifies information or data. By classifying, logical relationships of concepts and generalizations can be inferred. How a historian classifies the information he receives is influenced by his frame-of-reference which is a product of his entire life experience and culture. We all have frames of reference; these are the particular ways we have of perceiving and interpreting the happenings outside of ourselves.

Second, like scientists, both social and physical, the historian develops hypotheses to begin his investigation. A hypothesis is a tentative answer to a question a historian initially asks when confronting historical data, and it is susceptible to revision or rejection.

Third, the historian faces the problem of determining what is fact and whether a particular fact is relevant to the hypothesis. Facts are determined from various sources and evidence. There are primary and secondary sources of information.

Fourth, the historian asks analytical questions. These questions guide him to his sources of information which will help him answer the questions he poses.

Mod: Intro. to Am. Studies
ocal Concept: The Am. Exp. in the 20th Century

Concept: Interp. the Exp.
Explainer: Perspectives - Histories
Activity: 5-A

KSSP

TIMELINE OF EVENTS

1823 Monroe Doctrine

1854 Commodore Perry and "extraterritoriality"

1867 Alaska purchased for 7 million dollars
Midway Islands in the Pacific occupied

1868 Cuban insurrection

1872 U.S. right to use Pogo Pogo as a naval station

1878 Cuban insurrection

1889 Harrison president
First Pan-American Congress

1890 Alfred T. Mahan's The Influence of Sea Power Upon History
McKinley Tariff of 2¢ a lb. on Hawaiian sugar

1891 Incident in Chile involving U.S. sailors

1893 Americans in Hawaii began a revolt (then Cleveland withdrew the treaty)
Cleveland president

1894 Wilson Tariff Act put a tariff on importation of raw sugar

1895 Rebellion in Cuba (U.S. sympathy with Cuba)
Venezuelan affair and the Olney note

1896 Weyler sent to Cuba
Hearst and Pulitzer reporters in Cuba ("Yellow Journalism")
McKinley president

1897 Weyler recalled

1898 U.S. battleship Maine sent to Havanna Harbor
Feb. 9 de Lome letter published (sent in Dec. of 1897)
Feb. 15 Maine blown up in Havanna Harbor
Feb. 25 Roosevelts order to Dewey
March McKinley makes demands to Spain for a ceasefire
April 5 & 9 Spain accepts McKinley's demands
April 10 McKinley receives Spain's acceptance
April 11 McKinley's war message to Congress
April 20 Congress passed a war resolution
Teller Amendment and U.S. not to annex Cuba
Dewey at Manila
April 25 War declared on Spain
May 1 U.S. fleet to Philippines (Spanish fleet there destroyed)
July 1 Battles of El Caney and San Juan Hill
July 3 Ceribra tries to escape Santiago Bay
July 7 Hawaii annexed
July 25 Puerto Rico occupied by the U.S.
Aug. 12 Armistice signed

Dec. 10 Peace treaty in Paris
- 1) Spain to leave the Wester Hemisphere
- 2) Puerto Rico and Guam annexed by U.S.
- 3) Philippines annexed by U.S. for $20 million
- 4) Cuban independence but qualified by the Platt Amendment
  - a) U.S. naval bases in Cuba
  - b) Right of U.S. to intervene in Cuba to keep it independent and to maintain the government
  - c) U.S. power over types of debts Cuba could undertake

1899 Oct. 17: Platform of the Anti-Imperialist League

1916 Jones Act granted self-gov't. to the Philippines

1946 Philippines Independence

Mod: Intro. to Am. Studies
Focal Concept: The Am. Exp. in the 20th Century

Concept: Interpreting the Expt.
Explainer: Perspectives-Historical
Activity: 5-A

KSSP

WORKING WITH HISTORICAL EVIDENCE

Question: Why did the U.S. expand its influence overseas in 1898?

Evidence	What it was and its Meaning	Rating: Importance			
		1	2	3	4
		Very	Some	Little	None

Mod: Intro. to Am. Studies
Focal Concept: The Am. Exp. of the 20th Century

Concept: 1. Interpreting the Exp.
Explainer: Perspective: Historical Method
Activity: 5-A-2

KSSP

SIX INTERPRETATIONS BY HISTORIANS

Why did the United States expand its influence overseas in 1898? See Feder. The American Experiment in Imperialism, How and Why?

1. Economic considerations (the Beards)
2. Yellow journalism and public opinion (Wisan)
3. Moral and humanitarian sympathy (Freidel)
4. National defense requirements (Bemis)
5. Dissatisfactions with domestic conditions (Hofstadter)
6. Manifest Destiny: U.S. Mission to Expand (Faulkner)

What spokesmen of the 1898 period would support this interpretation?

What later historians disagree with this interpretation?

Mod: Intro. to Am. Studies
Focal Concept: The Am. Exp. in the 20th Century

Concept: Interp. the Exp.
Explainer: Social Perspectives
Activity: 6

KSSP

MODEL: SOCIAL INQUIRY METHOD

1. Recognizing a problem from data. The problem may be the result of student and/or student inquiry. Recognition of a problem usually finds form in a question which calls for an explanation, relationship, solution, or policy.

2. Forming a hypothesis or hypotheses. A hypothesis is a declarative, general statement of explanation or solution. The hypothesis should be recognized as a very tentative statement.

3. Recognizing the logical implications of hypotheses. Involves noting what conditions or situations would exist or result if the hypotheses are indeed true. If the hypotheses suggest illogical conditions or results, then a re-examination of the probable valid accuracy of the hypotheses needs to be undertaken.

4. Gathering Data. Once it has been decided that the hypotheses are indeed plausible explanations, then it must be decided what data will be needed. Sources will be selected or rejected on the basis of their relevance to the hypotheses.

5. Analyzing, evaluating, and interpreting data. Once the data has been collected the sources of that data need to be evaluated in terms of the frame of reference of the author of each source and in terms of the accuracy of the statements of fact. The relevant data needs to be selected; and, then this data needs to be interpreted.

6. Evaluating the hypotheses in light of the data. If the collected data supports the original hypotheses then these statements become generalizations, still somewhat tentative in nature as contradictory evidence could be found in the future. If the collected data does not support the hypotheses, then the hypotheses need to be revised or rejected.

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A.. Suggested procedure to "Test for Truth" as you go about an inquiry investigation concerning a particular situation according to SRSS:

The Research Steps Involved -

1. Form a hypothesis and make predictions
2. Write questions and a questionaire
3. Sampling
4. Administer questionaires
5. Tabulate results of the Questionaire you administered
6. Analyze data
7. Form conclusions and generalizations

*Review the methods used.

Searching for True Answers

Research Steps:

Step 1. Form a hypothesis.
"A significantly greater percentage of girls than of boys will support a campaign for greater student participation in educational policy-making."

Step 2. Writing questions and questionaires.
Once this is done, and the sample is selected, the questions can be asked and information gathered from the survey.
Examples:

Attitudes of young men and young women toward greater particiaption in Educational Policy Making.

Table 1.

	Boys	Girls	Total
Yes	92	68	160
No	123	137	240
Total	215	185	400

Table 2.

	Boys(215)	Girls(185)	Totals(400)
Yes	42.8%	36.8%	40.0%
No	57.2%	63.2%	60.0%
Total	100.0%	100.0%	100.0%

Referring to your "Methods Model", the rest of the 7 research steps would be carried out.

Was your hypothesis proven correct? Support you answer.

From SRSS "Testing for Truth", page 5, Allyn Bacon, Boston, 1969.

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A willingness to tolerate non-conformity by: Community type and region.

Table 3.

Community type and region.	Percentage distribution of relevant tolerance scores (fairly tolerant)			Number of cases
	Low	Medium	High	
Metropolitan Areas -				
West	12	34	54	282
East	11	42	47	663
Middle West	12	54	34	543
South	23	53	24	403
Other cities -				
West	15	39	46	127
East	19	50	31	406
Middle West	17	50	33	406
South	25	58	16	397
Small towns -				
West	19	47	34	110
East	16	49	35	223
Middle West	19	54	27	243
South	24	62	14	341
Farms -				
West	15	50	30	40
East	25	57	18	44
Middle West	19	55	26	273
South	37	53	10	405

From S. A. Stouffuer, Communism, Conformity and Civil Liberties. Doubleday, 1955. New York, page 116.

Relating Two Theories of Rebellion

This exercise in sociological theorizing will start with three of the propositions established by Rosenberg's research on the adolescent self-image:

1 *The greater the degree of interest shown by parents in the adolescent, the greater the adolescent's self-esteem.*

2 *greater the self-esteem of igh school student, the ess the rebellion.*

3 *The greater the self-esteem of a high school student, the greater his autonomy*[14] *in relations with his peers.*

The first of these propositions is the one that was reported in the Rosenberg material you read and that you tested with your own data. The evidence for the second and third propositions was taken from other parts of Rosenberg's study. To proceed with this problem in theory construction, you'll have to take all three of these propositions as established, even though your class research may not have confirmed the first proposition[15] and even though you yourself may not have read the evidence supporting the second and third propositions.

You'll notice that the second proposition from Rosenberg's study (the greater the self-esteem, the less the rebellion) has the same dependent variable we tried to explain by Stinchcombe's linkage theory. The fact that both studies touch on rebellion provides an opportunity to tie Stinchcombe's findings (on the consequences of poor linkage between the student role and expected adult role) to Rosenberg's findings (on the consequences of parental disinterest). If we can relate these two sets of data, we will have a more complete explanation of adolescent rebellion.

When you interpreted the data from the linkage study, you probably noticed that not every student in the "uncertain" curriculum group was rebellious and that some in the college preparatory group were. Some of these discrepancies are no doubt due to the crude and indirect way of measuring "linkage" and "rebellion." But it's also probable that rebellion and conformity are influenced by several factors working together and not by any single factor (such as how well school work links with expected adult role).

Rosenberg's study suggests that the parent-child relationship is probably one of the influencing factors. While he presents no direct evidence to support this idea regarding rebellion and conformity, by connecting his propositions we can see that it is likely to be so.

EXERCISE 1·g
Identifying Variables and Deriving Hypotheses

Connecting existing propositions to derive new hypotheses can be a complicated business, but at least the basic steps are simple. We can use the three propositions from Rosenberg's study (see column 1) to illustrate these steps.

First, take the propositions apart to isolate the four components or variables in the three propositions. Can you identify them? Write the heading *VARIABLES* on a sheet of paper and list the variables in the order in which they occur. Label the first one *A*, the second *B*, the third *C*, and the fourth *D*.

The second step is to see whether, by connecting the propositions, you can derive any hypotheses about the probable relations among the four variables that are not already expressed in the propositions. Write the heading *HYPOTHESES* on your paper, and list any new hypotheses that you can derive. Be sure that each hypothesis is not just a rewording of one of the original propositions. Do your hypotheses make sense to you? Can you test any of them, using the data from your class survey?

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[14] *Autonomy* here means independence or the quality of not being easily influenced by others just to please them.

[15] If your class project didn't confirm senberg's first proposition, it doesn't cessarily mean that his findings are wrong. f course, they might be. But it's more likely that the class project findings are wrong. Why would this be the case?

Research Design to Test the Parental Support Theory of Rebellion

When discussing the parental support theory and the need to test it empirically (by experiment or observation), reference was made to "a well-designed study." But what is a well-designed study?

Many different elements go inside the kind of evidence that meets scientific standards. For one thing, it is important to measure variables accurately. Next, the sample of people or groups must be appropriate to the question being studied. For instance, if you wanted to find out how carpenters felt about unions you would not interview salesmen. Probably the most basic requirement is that *you collect data that provide as much opportunity as possible for the evidence to go against the theory as to support it*. It's always possible to find evidence to support almost any theory about the causes of human behavior. A good research design aims to *test* a theory as rigorously as possible.

Your job now is to use these ideas about research design to test the parental support theory. We've already pointed out that just to search for cases to support the theory is neither adequate nor valid. One plan you might use would be to have students in your school answer the questions used to develop the Parental Interest Index. Now, suppose that you were able to locate all the students who come from homes offering a great deal of interest and support and that you restricted your study to such students. And if you did this, suppose then you found that most students from such backgrounds were neither rebels nor conformists. Would this be a reasonable test of the theory?

The answer is a definite no. Undoubtedly, the design is better than just using a few case examples because it does get data on all students from supportive homes. More specifically, it isn't biased by the omission of respondents who, although their parents are interested and supportive, rebel against their parents' expectations of their behavior. However, critics could say that the results from such a design do not provide an adequate test of the theory because the sample does not include students whose parents are low in interest and support. Including students from this low parental interest group in the sample and comparing their data with data from the high parental interest group might indicate that the proportion of rebellious youths in each group is approximately the same.

Much of what appears about social issues in newspapers and magazines is based on data gathered from such small samples and in such a way that opposing views and behavior are not represented. For example, it's commonly reported that a large percentage of children of employed mothers commit vandalism or other acts that come under the heading "juvenile delinquency." Such reports conclude, therefore, that the employment of mothers leads to a high rate of juvenile delinquency. Actually, recent studies show that if the children of full-time homemakers are compared with the children of working mothers *from the same parts of the city*, the juvenile delinquency rates of the two groups are just about identical.

With these examples in mind you should be able to understand why *a good research design must be one that gives just as much opportunity for the theory to be disproved as to be supported*. In most sociological research, this requires that we study instances when the independent or causal variable is absent as well as instances when it is present. (In the above example, the employment status of the mother — "working," "nonworking" — is the causal variable.) If the theoretically predicted consequence (delinquency) is present when the causal variable is present, and if this consequence is absent (or less frequent) when the causal variable is absent (working mothers), then and only then do we have evidence in support of the theory.

Data from your student questionnaire can be used to test one part of the parental support theory in a way that meets the requirements of the research design described above. Now you should try to outline a plan for analyzing the data that will accomplish this. Your design should be a test of Hypothesis 1, agreed upon during the previous class discussion. We'll concentrate on this hypothesis because we have more confidence in measuring rebellion than in measuring autonomy (which would have to be used to test Hypothesis 2).

Following is a list of variables from the student questionnaire. The variables needed to test Hypothesis 1 are included in this list, along with some other variables. Which of these variables would you use in testing Hypothesis 1?

Sex (Box 1):
1 = Male
2 = Female

Rebellion Index

0 = No evidence of rebellion
1 =
2 =
3 = High rebellion as indicated by having engaged in all three acts of rebellion included in this index

Self-Esteem Index

0 = Lowest self-esteem, as indicated by negative statements about self on all items
1 =
2 =
3 =
4 =
5 =
6 =
7 =
8 =
9 =
10 = Highest self-esteem, as indicated by positive statements about self on all items

Person Usually Lived With (Box 35):

1 = Mother and father
2 = Mother and stepfather
3 = Father and stepmother
4 = Some other relatives
5 = Mother only
6 = Father only
7 = Other

Parental Interest Index

0 = Lowest parental interest, as indicated by the fact that none of the questions was answered in a way which indicated parental interest
1 =
2 =
3 =
4 =
5 =
6 =
7 = Highest parental interest, as indicated by the fact that all of the questions were answered in a way which indicated parental interest

Head a piece of paper "Procedure for Testing Hypothesis 1," and then proceed as follows:

1 Answer the following questions:
   a In Hypothesis 1, which is the independent or causal variable, and which is the dependent or consequent variable?
   b In what boxes are these data found?

2 List the steps you would follow to use your student questionnaire data (as recorded on the answer sheets) to test Hypothesis 1.

3 Draw up a chart which you could use to record the data when testing Hypothesis 1.

INTRODUCTION

Have you ever argued in defense of your position that "everybody" does a certain thing, or that "everybody" agrees that something is true? Of course. We've all used this tactic at one time or another when backed into a corner. Fortunately, we seldom have to prove our statement.

Let's consider one feature of the generation gap that has become prominent in recent years. Students are seeking, sometimes by force, sometimes in a parliamentary fashion, to play a greater role in the making of educational policy. They want their voices heard on matters of curriculum, evaluation of faculty, and rules of student conduct.

It might be interesting to find out the degree of difference between young people and their parents or between young people and members of the faculty on this general issue. But perhaps it is not worth making a careful study of the matter because the evidence is strong that more members of the younger generation than of the older generation believe in the desirability of greater participation by the students.

Suppose, however, that students in a particular institution were planning a campaign to obtain more participation in the making of educational decisions. It might be important to find out whether the main support for this campaign would come from boys or from girls. Here is a situation in which many people might make snap judgments but perhaps those snap judgments would be seriously in error. It would probably be worthwhile to find out in advance where the chief support lies before students invest a great deal of energy in the campaign.

But how can we get dependable answers in such a situation? One way would be to ask *all* members of the school or college concerned, both male and female, how important it is that students have a greater role in setting educational policy.

There are drawbacks to doing this, however, especially where the institution is very large. It would be prohibitively time-consuming, if not impossible, to try to find out how all students feel on the issue.

An alternative way of proceeding would be to interview only part of the students. Social scientists call this procedure *sampling*. The portion selected to be interviewed is called a *sample*. Clearly, interviewing fewer people is less time-consuming. But is it safe? Can a sample provide dependable answers to how a whole student population thinks, or believes, or might act? Can we be sure we have selected a sample that represents this population? Can we test our predictions by this method of sampling?

A quick answer to these questions is "yes." Samples are used every day to provide reliable answers to important questions that arise in social science, physical science, business, industry, and government.

But the "yes" answer must also be qualified. Some ways of selecting samples and of asking questions are reliable—others are not.

In this unit, you'll discover how to answer questions by using samples. You'll learn how to select samples by reliable methods—methods that permit you to generalize safely about a whole population from the sample results. You'll also learn some of the pitfalls in sampling and in asking questions. Being aware of these pitfalls will not only help you to avoid them but will also enable you to recognize unreliable results.

These learnings will emerge during a research

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project your class will conduct for this episode. Although it will be a small-scale project, it will be similar in many essential respects to public opinion polls or other research projects that are national in scope. These nationwide studies or "surveys" often consider major questions of foreign policy, health, education, elections, and the economy.

While you're doing your own research, you'll encounter some of the problems that arise in social research. These include how to develop hypotheses, how to select samples, how to ask the right questions, and how to analyze the data to arrive at meaningful conclusions. Although your research will deal with a specific topic, it will become clear to you that the *methods* you employ have wide application to the problems of the physical scientist, the businessman, the industrialist, the politician, and others.

RESEARCH STEPS

The balance of this episode follows a definite order. This order corresponds to the sequence of seven steps to be used in the class research project. As you undertake each step, you'll read explanatory material in the text. The seven steps you'll follow in your research are the following:

1. *Forming hypotheses and making predictions*
2. *Writing questions and questionnaires*
3. *Sampling*
4. *Administering questionnaires*
5. *Tabulating results*
6. *Analyzing data*
7. *Forming conclusions and generalizations; reviewing the methods employed*

At the beginning of your project and during the research process itself, it's a good idea to consider carefully the desired goal of the whole enterprise. The goal of your project is to reach reliable conclusions and generalizations about your research topic (Step 7). All the other steps are necessary to get there. When you reach that point, you'll state your conclusions in written research reports. Since your results will be only as good as the methods you use, you'll review these methods as a means of establishing confidence in your results.

Bear in mind that in one sense the task of the scientist—the physical, biological, or social scientist—is that of convincing the skeptic who may ask penetrating questions about any kind of research. We hope you'll learn to play the role of such a skeptic. In the case of the class survey, your task is to convince a hypothetical skeptic. You'll be doing the research, and you should analyze and present your data in such a way that the questions of the skeptic can be answered. This will mean, of course, that each step in the process is considered open to the scrutiny of the skeptic.

Mod: Intro. to Am. Studies
Focal Concept: The Am. Exp. in the 20th Century

Concept: Domestic Dev. Shape the Exp.
Explainer: Time Episodes, Hist. Views
Activity: 1

KSSP

HISTORICAL VIEWS OF DOMESTIC DEVELOPMENTS

I. Each person will choose one of the following area of investigation:
   1) Historical Interpretations (3 to 5): setting, significant occurances, implications, consequences = interpretations.
   2) Social happenings: i.e.; immigration, migration, social status, thought, life styles
   3) Political-Governmental happenings: i.e.; reform, "direct democracy", centralization, the public interest, rights of minorities.
   or 4) Economic happenings: i.e.; distribution of wealth, business cycles, regulations, finance, mass production, labor unions.

within a breakdown	of an episode time period.
Innocence Progressivism	1896-1920
Fads (20's) Depression (30's) New Deal (30's)	1921-1940
Growth (40's) Stagnation (50's) Explosion (60's)	1941-1968

II. Your group will make an oral presentation (5 to 10 minutes per person--20 to 40 minutes per group) based on evidence and evidence interpretation to the balance of the class. Obviously you and your group are the information sources for other people. Be original, i.e.; Use charts, graphs, maps, blackboard, pictures, handouts, dramatize, role play, etc.
   Note: Since each individual will have investigated only one small segment of the whole, notetaking on the various presentations will be an imperative necessity.

III. Part of each person's investigation will include:
   A) A comparison of those forces pushing towards the status quo and those forces pushing towards change.
   B) A summarization of events which will be classified and explained as being found either "forward or backward moving" in light of what might be called "The American Way."
   C) Generalizations (3 to 5) concerning your area of investigation.
   D) Significant trends found in this period that are yet evident and possibly important today.
   E) Two multiple choice questions with 4 or 5 possible answers (one

correct and balance as foils) or a 10 item matching exercise.
Note: The above (III. A,B,C, & D) will be written out and turned in to the instructor as well as being included in your oral presentation as part of the group's effort.

IV. Each person will complete individually an evaluation concerning the proficiency of each specific presentor and the group as a whole. This evaluation will be a rating of each individual and each group as to how well they did in your opinion. For each individual presentation you will be asked to state at least one generalization about and one question that was not answered but you would like to have been answered.
Note: If you did not obtain much from the individual presentation then that means that it must have been poorly presented and they have failed to live up to their implied contract with you.

Sign-Up Sheet For:

HISTORICAL VIEWS OF DOMESTIC DEVELOPMENTS

1896-1920

Innocence

Progressivism

1) Historical Interpretations ____________ ____________
2) Social ____________ ____________
3) Pol.-Gov't. ____________ ____________
4) Economic ____________ ____________ ____________

1921-1940

Fads

Depression

New Deal

1) Historical Interpretations ____________ ____________ ____________
2) Social ____________ ____________ ____________
3) Pol.-Gov't. ____________ ____________ ____________
4) Economic ____________ ____________ ____________ ____________

1941-1968

Growth (40's)

Stagnation (50's)

Explosion (60's)

1) Historical Interpretations____________ ____________ ____________
2) Social ____________ ____________ ____________
3) Pol.-Gov't. ____________ ____________ ____________
4) Economic ____________ ____________ ____________ ____________

Mod: Intro. to Americn Studies
Focal Concept: The Am. Experience in the 20th Century

Concept: Domestic Developments Shape the Experience
Activity: 3-13

KSSP

STUDENT RATING GUIDE: HISTORICAL VIEWS OF DOMESTIC DEVELOPMENTS

NAME ______________________ PERIOD ______________________

Circle the number that you think best indicates your evaluation of the reports given by the members of the various groups.

Use this Rating Scale:	Unsatisfactory	Poor	Adequate	Good	Very Good
	1	2	3	4	5

1. How well did the presenter's report actually relate to his topic?	1	2	3	4	5
2. How well did the presenter support his statements with reliable evidence?	1	2	3	4	5
3. How well did the speaker rely on facts instead of unsupported opinions offered by himself or others?	1	2	3	4	5
4. How well did the presenter carefully interpret his evidence?	1	2	3	4	5
5. Did the presenter clearly know what he was talking about?	1	2	3	4	5
6. How well did the presenter plan and organize his report?	1	2	3	4	5
7. How well did the presenter actually give his report in terms of communication, style, and interest?	1	2	3	4	5
8. How well did the presenter "teach" you in terms of information and understanding gained?					
9. How well did the presenter offer his content generalizations about this historical episode?	1	2	3	4	5
10. Your overall evaluation of the performance given by the individual presenter?	1	2	3	4	5
11. Your overall evaluation of the performance given by the entire group dealing with this historical episode?	1	2	3	4	5

Introduction to American Studies

STUDENT RATING GUIDE: HISTORICAL VIEWS OF DOMESTIC DEVELOPMENTS

NAME ______________________ PERIOD ______________________

SCORE SHEET

Time Period Evaluated: ______________________

	Historical Interpret. A. ________	Soc. Factors Interpret. B. ______	Econ. Factors Interpret. C. ______	Pol.-Gov't. Interpret. D. ______	Total Group View
1. Report related to topic	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
2. Support statements with evidence	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
3. Rely on facts instead of opinions	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
4. Carefully interpret evidence	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
5. Know what he or she was talking about	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
6. Plan and Organize report	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
7. Communicate; style and interest	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
8. Effectiveness in "teaching" you	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
9. Offer Content Generalizations	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
10. Individual Performance Rating	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
11. Group Performance Rating	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	

Questions you would feel the need to ask members of this group to better learn about missing information relating to this presentation on their historical episode?

A. Historical ____

____

B. Social ____

____

C. Economic ____

____

D. Political-Government ____

____

*A general question about this entire historical episode: ______________________

____

Your own content generalization framed about this historical episode: ______________

____

____

____

____

____

____

Mod: Intro. to Am. Studies
ocal Concept: The Am. Experience in the 20th Cent.

Concept: Foreign Events Shape the Exp.
Activity: 1

KSSP

SELECTED HISTORICAL DECISIONS INVOLVING AMERICANS IN FOREIGN EVENTS

The Decision to:

1. Challenge British power on the Venezuelan boundary dispute: 1895.
2. Keep and rule the Philippine Islands, become a power in Asia: 1898.
3. Intervene in affairs of Caribbean nations: 1902 on.
4. Take action in Mexico: 1914-1917.
5. Offer loans for sale of ammunitions to participants in World War I: 1915.
6. Enter World War One on the side of the Allies: 1917.
7. Reject the Versailles Treaty and stay out of the League of Nations: 1919.
8. Reduce and limit naval armaments, at Washington Conference: 1922.
9. Ban war as a practice in foreign policy: Kellog-Briand Pacts: 1928.
10. Take no action against those who practice "aggression": 1931-38.
11. Begin a "Good Neighbor Policy" toward Latin American nations: 1933.
12. Enact neutrality legislation to try to keep us out of future wars: 1930's.
13. Provide military assistance to nations fighting in World War II; Lend Lease: 1941.
14. Respond to the growth of Japanese power in Asia: Dec. 1941.
15. Actively participate in the wartime alliance and decide war aims: 1942-45.
16. Act as a great power, and contain USSR expansion in the "Cold War" situation: 1946-49.
17. Oppose communist forces of Mao and support Chiang in the struggle for control of China: 1946-50.
18. Fight in Korea: 1950.
19. Become deeply involved in the war in Viet Nam: 1964-65.
20. Intervene in the Dominican Republic: 1965-.
21. Back Israel, if needed, in Middle East conflicts: 1967-.
22. Launch a foreign policy aimed at easing tensions in the "Cold War" relationship with China and the USSR: 1972.

Mod: Intro. to Am. Studies
Focal Concept: The Am. Exp. in the 20th Century
Concept: Foreign Events Shape the Exp.
Activity: 2

KSSP

POLICY-DECISION ANALYSIS

I. From the list of "decisions to" select one (it is possible that you might wish to combine 2 or compare and contrast 2, but you should obtain instructor approval before engaging in this option). You will be writing a paper and making a short class presentation concerning the policy-decision you have investigated, analyzed and researched. Re-examine your handout concerning "A Process of Inquiry".

II. After selecting your topic(s) locate and make a list of the sources that you feel can be used in your policy-decision investigation and analysis.

III. Your analysis must minimally include the following:
  A. The Historical Setting, i.e.; time, place, personalities, nations involved, and associated events.
  B. A Policy Examination answering the following questions:
    1. What issues, problems and/or obstacles confronted the American decision-makers involved in the historical setting?
    2. What were some of the alternatives open to the decision-makers?
    3. Why was the decision made the way it was? That is, out of the many possible alternatives what were the rationale, criterion, and/or reasons given for finally deciding upon the "one-best-way?"
  C. A judgement regarding:
    1. The correctness of the policy-decision at the time the decision was made.
    2. The degree of success or failure of the policy decision at the time the decision was made.
    3. The correctness of the policy-decision from the perspective of the present.
    4. The degree of success or failure of the policy-decision from the perspective of the present.
  D. What the Consequences of the policy were, including:
    1. An explanation of what the short term (immediate) consequences of the policy-decision were.
    2. An interpretation of what the long term (effects evident) for longer than 10 years and possibly evidenced yet today were and/or are.
    3. An evaluation of what the relationship is between this specific policy-decision and America's current world role is?
  E. A re-evaluation of policy-decision-making. Assuming that you were an influential advisor to the decision-makers involved in your chosen policy-decision, answer the following questions:
    1. What policy would you have recommended?
    2. What rationale, criterion and/or reasons would you present to support and bolster your policy-decision?
  F. A judgment as to whether or not there is a "lesson of history" that can (or should be) learned from this particular policy-decision situation. State why this is a "lesson of history". If no "lesson" or "moral" is evident, why do you feel there is none?
  G. Concluding your paper will be answers to the following "if" questions:
    1. What would or could have happened if the policy-decision had been

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almost the opposite of what it was in regard to the short term consequences?

2. What would or could have happened if the policy-decision had been almost opposite of what it was in regard to the long term consequences?

H. The very end of your paper will be a bibliographical listing of the sources you actually used and the specific pages you used.

Concept: 4. Today's Events Shape Tomorrow's Experiences
Mod: Intro. to Am. Studies
Focal Concept: The Am. Exp. in the 20th Century
Explainer: Contemporary American Exp.
Activity: 1-B

KSSP

"CONTEMPORARY HISTORIAN'S VIEW OF AMERICA"

"The United States," Prof. Richard Hofstadter once wrote, "was the only country in the world that began with perfection and aspired to progress."

"The malaise of the American spirit cannot be blamed on wrongheaded policies, inept administrations, or even an inability to understand the dimensions of our current discontents. The reasons are more fundamental - I would say historical - arising from the kind of people we have become. I have called our time 'the end of the American era' because as individuals we no longer possess the qualities upon which citizenship depends. To be specific: we cannot bring ourselves to make the personal sacrifices required to sustain domestic order or international authority.

We have, in short, become a loose aggregation of private persons who give higher priority to our personal pleasures than to collective endeavors. Americans no longer display that spirit which transforms a people into a citizenry and turns territory into a nation. There eventually arrives a time when a preoccupation with self-centered concerns deflects a population from public obligations, when a willingness to be governed stands less in evidence. We have reached that time."

"I foresee the rest of this century as a dangerous time, during which we will continue in our accustomed ways. We will claim to want new styles of leadership, overlooking our own inability to serve as followers in any but the most marginal of ways. I expect that I will enjoy myself as a consumer and a private person. But once we walk out of our own doors we will suffer increasing discomforts. In part these will consist of physical inconveniences such as congested highways and airports, silent telephones and absence of electricity, a polluted atmosphere and a brutalized landscape. But the greater irritant will be from fellow citizens of classes, races, ages and sexes different from our own, whose demands for new rights and expanded recognition will threaten our own security and self-esteem."

"Young people respond, as do their elders, to the inability of so rich and powerful a country to solve its deepest problems. Their elders, having fought their way through depression and world war to a decent standard of living, and which they once considered proof of their own moral virtue, respond with fear and confusion. Young people, who have little or no investment of their own lives in the material conditions on which they have been raised, are psychologically in a much better condition to take a hard and sometimes brutal view of the quality of life their parents' struggle has purchased."

Taken from Newsweek magazine, July 6, 1970, "The Spirit of '70", pages 19, 24, 25, 26.

Mod: Intro. to Am. Studies
Focal Concept: The Am. Experience in the 20th Century
Concept: Today's Events Shape Tomorrow's Experiences
Activity: 2-B

KSSP

VALUES CLARIFICATION: THE AMERICAN WAY OF LIFE

NAME ______________________ PERIOD ______________________

Respond to each of these reaction statements by A) rating the degree to which you agree or disagree with the statement; B) writing a brief statement, and C) explaining why you reacted the way you did.

1. "The U.S. is the best and greatest nation on earth and will always remain so."

	A:	strongly disagree	disagree	no opinion	agree	strongly agree
Rating	A:	1	2	3	4	5

Reaction B: ______________________

Explanation: C. ______________________

2. Individualism, "the survival of the fittest," is the law of nature and the secret of America's greatness; and restrictions on individual freedom are un-American and kill initiative.

		strongly disagree	disagree	no opinion	agree	strongly agree
Rating	A:	1	2	3	4	5

Reaction B: ______________________

Explanation C: ______________________

3. The thing that distinguished man from the beasts is the fact that he is rational; and therefore man can be trusted, if let alone, to guide his conduct wisely.

		strongly disagree	disagree	no opinion	agree	strongly agree
Rating	A:	1	2	3	4	5

Reaction B: ______________________________

Explanation C: ______________________________

4. Democracy, as discovered and prefected by the American people, is the ultimate form of living toggther. All men are created free and equal, and the U.S. has made this fact a living reality.

		strongly disagree	disagree	no opinion	agree	strongly agree
Rating	A:	1	2	3	4	5

Explanation B: ______________________________

Reaction C: ______________________________

5. Everyone should try to be successful.

		strongly disagree	disagree	no opinion	agree	strongly agree
Rating	A:	1	2	3	4	5

Reaction B: ______________________________

Explanation C: ______________________________

6. The family is our basic institution and the sacred core of our national life.

		strongly disagree	disagree	no opinion	agree	strongly agree
Rating	A:	1	2	3	4	5

Reaction B: ______________________________

Explanation C: ______________________________

7. Religion and "finer things of life" are our ultimate values and things all of us are really working for.

		strongly disagree	disagree	no opinion	agree	strongly agree
Rating	A:	1	2	3	4	5

Values Clarification: The American Way of Life, Page 3

Reaction B:

Explanation C:

8. Life would not be tolerable if we did not believe in progress and know things are getting better. We should welcome new things.

		strongly disagree	disagree	no opinion	agree	strongly agree
Rating	A:	1	2	3	4	5

Reaction B:

Explanation C:

9. Hard work and thrift are signs of character and the way to get ahead.

		strongly disagree	disagree	no opinion	agree	strongly agree
Rating	A:	1	2	3	4	5

Reaction B:

Explanation C:

10. Honesty is the best policy.

		strongly disagree	disagree	no opinion	agree	strongly agree
Rating	A:	1	2	3	4	5

Reaction B:

Explanation C:

11. America is a land of unlimited opportunity, and people get pretty much what's coming to them here in this country.

		strongly disagree	disagree	no opinion	agree	strongly agree
Rating	A:	1	2	3	4	5

Explanation B:

Reaction C:

12. Capital and labor are partners.

Rating A:	strongly disagree 1	disagree 2	no opinion 3	agree 4	strongly agree 5

Reaction B:

Explanation C:

13. Education is a fine thing.

Rating A:	strongly disagree 1	disagree 2	no opinion 3	agree 4	strongly agree 5

Reaction B:

Explanation C:

14. Science is a fine thing in its place and our future depends upon it.

Rating A:	strongly disagree 1	disagree 2	no opinion 3	agree 4	strongly agree 5

Reaction B:

Explanation C:

15. Children are a blessing.

Rating A:	strongly disagree 1	disagree 2	no opinion 3	agree 4	strongly agree 5

Explanation B:

Reaction C:

16. Women are the finest of God's creatures.

Rating A:	strongly disagree 1	disagree 2	no opinion 3	agree 4	strongly agree 5

Reaction B:

Explanation C:

Values Clarification: The American Way of Life, Page 5

17. Patriotism and public service are fine things

		strongly disagree	disagree	no opinion	agree	strongly agree
Rating	A:	1	2	3	4	5

Reaction B:

Explanation C:

18. The American judicial system insures justice to every man, rich or poor.

		strongly disagree	disagree	no opinion	agree	strongly agree
Rating	A:	1	2	3	4	5

Reaction: B:

Explanation C:

19. Poverty is deplorable and should be abolished.

		strongly disagree	disagree	no opinion	agree	strongly agree
Rating	A:	1	2	3	4	5

Reaction B:

Explanation C:

20. No man deserves to have what he hasn't work for. It demoralizes him to do so.

		strongly disagree	disagree	no opinion	agree	strongly agree
Rating	A:	1	2	3	4	5

Reaction B:

Explanation C:

From Knowledge for What?, Robert S. Lynd, Princeton Press, 1939, pages 60-62.

Mod: Intro. to Am. Studies
cal Concept: The Am. Exp. in the 20th Century

Concept: Today's Events Shape Tomorrow's Exp.
Activity: 2-C

KSSP

THE AMERICAN DREAM; PAST, PRESENT AND FUTURE

1. "The American Dream", when referring to the nation's past, suggests that this meant that ______________________________

2. The view today concerning "the American Dream" is that it suggests that ______________________________

3. In what ways has our nation not fullfilled the intent of todays view of the "American Dream"? ______________________________

4. In order to fullfill the intent of todays view of "the American Dream", it is very likely that our nation must ______________________________

5. As I evaluate "the American Dream" today, I would rate it as (identify some degree of success or unsuccess) became ____________________

6. If I were to rethink and rewrite my view of how I see the "American Dream" today, I would view it as ____________________

7. "The American Dream" of the future should, in my opinion, include:

8. America is a unique nation because: ____________________

Mod: Intro. to. Am. Studies
Focal Concept: The Am. Exp. in the 20th Century

Concept: Today's Events,
Shape Tomorrow's Exp.
Explainer: Contemp. Am. Exp.
Activity: 1-B

KSSP

TRENDS IN THE AMERICAN EXPERIENCE

Listed here are some Basic Trends in the U.S. Society:

1) Increasing productivity and rising standards of living
2) Increased leisure time
3) Comforts being made available to more people
4) Increased economic security
5) Growing power of organized pressure groups
6) Growing international inter-dependence and cooperation
7) World-wide spread of wester technology
8) A belief in our past and confidence in our destiny

1. Select one of these that does not seem as important as it once did. Why do you feel this is so? What has happened to explain this change?

2. What "new important trends" can you think of that seem to be happening in our society today?

3. What might this mean to our society?

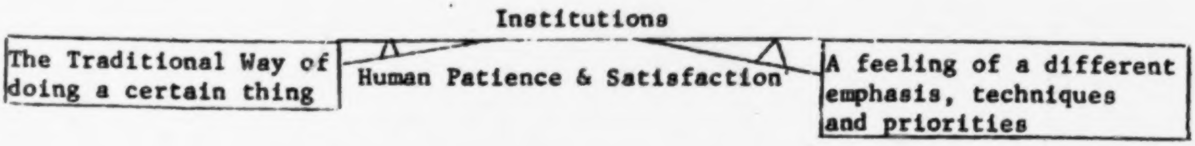
- - - - - - - - - - - -

A "Change Model"

The process of social change, and reaction to change:

1. A way of doing things exists, a pattern or custom has been established.
2. Some change disrupts the pattern - social dislocation - as new approaches are suggested.
3. Changes do occur, they will occur.
4. Reactions to those changes happen.
5. Adjustments are made because of the changes.

- The Social Gap -



Institutions

The Traditional Way of doing a certain thing

Human Patience & Satisfaction

A feeling of a different emphasis, techniques and priorities

Changing Circumstances and
Viewpoints brought about by

________________________.

What Is → (The transition process) → What should or Could Be

Mod: Intro. to Am. Studies
Focal Concept: The Am. Exp. of the 20th Century

Concept: Today's Events Will
Shape Tomorrow's Exp.
Explainer: Your Value Positions
Activity: 2-B

KSSP

VALUES CLARIFICATION: THE AMERICAN WAY

A society's values are its estimates of worth - its preferences and its rejections. A society derives its character from its values whether they be monogamy, democracy, and practicality, or whether they be opposite values, such as polyandry, dictatorship, and other worldliness. Modern societies, moreover, are characterized by diversity and heterogeneity. Rather than one set of values each society has many sets of values - which results in disagreements about values.

Value conflicts in modern society help produce social problems in the following two ways. First, they help produce problems through conflicting definitions of desirable social conditions, and second, they foster moral confusion which encourages personal déviation.

A study of social problems utilizing a conflict-of-values approach would involve asking the following questions:

1. What are the values that are in conflict?
2. How "deep" is the value conflict?
3. What groups in the society hold to each of the competing values? How powerful are they?
4. Which values are more consistent with other larger values such as democracy and freedom?
5. What value sacrifices would you require?
6. Are some problems insoluble at present because of irreconcilable value conflicts?

- from Horton and Leslie, *The Sociology of Social Problems* (1970), pp. 37, 40.

Values Clarification Exercise

Do you believe that these identified items are values that are widely accepted in our society? How do you react to these values? Why do you feel this way?

Yes No

____ ____ 1. The U.S. has a mission of world leadership.

____ ____ 2. The U.S. has a committment to bring peace, freedom and security to other peoples in the world.

____ ____ 3. It is our nation's manifest destiny to become the world's strongest and greatest nation.

____ ____ 4. The major contribution of our nation to the rest of the world has been our unsurpassed progress.

Yes No

____ ____ 5. The most important goal for most U.S. citizens is to achieve a comfortable standard of living.

____ ____ 6. The respect for and protection of private property is very important to most Americans.

____ ____ 7. "Rugged individualism" made America great.

____ ____ 8. Our democratic tradition has provided a near perfect example for other nations to imitate.

____ ____ 9. We believe that good Americans should respect all authority and authority figures.

____ ____ 10. Nearly all Americans believe in and practice equal opportunities for themselves and others.

____ ____ 11. We believe that through inventiveness and Yankee ingenuity Americans can tame any natural obstacles and problems.

____ ____ 12. The American way of doing things is the best way.

____ ____ 13. Our great American heritage is reflected in fact that we never lost a war.

____ ____ 14. With individual initiative and personal ambition a person can achieve nearly anything he desires.

____ ____ 15. We believe that increased formal education will solve any identified human need.

____ ____ 16. Our public schools should teach patriotism and nationalism which would instill love of country and its institutions.

____ ____ 17. Americans are religious people.

____ ____ 18. Our democratic governmental institutions are responsive to the needs of American citizens.

____ ____ 19. Americans firmly believe that there should be equal justice for all people.

____ ____ 20. Most of the world's people view the U.S. with respect, admiration, and often envy.

Mod: Intro. to Am. Studies
Focal Concept: The Am. Exp. in the 20th Century

Concept: Today's Events Shape Tomorrow's Exp.
Explainer: Projections Into the Future
Activity: 3-A

KSSP

THE YEAR 2072, Part I

Using your knowledge of the American experience in the 20th century, the socio-political and economic trends and problems that we leave identified and investigated; and your imagination, what predictions and projections would you make in regard to what life might be like in the U.S. in 2072.

The following ideas and suggestive questions can possibly act as stimulators and aids for you to get your thoughts together.

What will be the relationship between government and the economic system?
Increased controls?
Increased limitations?
How dominant will be the roles of science and technology?
Will inventions through science and technology increasingly be regulated and publicly controlled?
Will there be increased public ownership and regulation of natural resources, production and distribution?
Is it possible to have a truly equal world economic system?

Will our present national government be recognizable?
Will there still be state, county and municipal governments?
Will cities continue to grow so that the U.S. will be one large "megaopolis"?
Could Marshall McLuan be correct in his thoughts about a "global village"?
Is a world with one flag, one government and no boundaries a possibility?
Is true pluralism an answer?

Will the questions of world peace be solved?
What is the fate of nuclear proliferation?
Will biological and germ warfare still be a concern?

Is it possible to have no ethnocentric or racial and ethnic hostilities?
Is true pluralism a possibility here?

Eugene R. Black says that, "In the past half minute alone, about 90 babies will have been born into the world; only 60 persons will have died." People need food - where will it come from? More people mean more consumption of goods - will pollution become more of a problem? Increased demands for consumer goods means a greater taxation of limited natural resources - will substitutes for natural resources be found? Will a "recycling" be a must or a reality?

Will there continue to be a huge gap between the rich and poor nations?
Must there be "haves" and "have nots"?
Is a "guaranteed annual income" for all people through an organization such as the U.N. an answer?

What will be the functions of marriage and the family?
    Will either be evident as we now know them?
    Will there be true equality of the sexes?

What religious and philosophical beliefs will be evident?

Will socialization (education, both informal and formal) markedly be changed?

Mod: Intro. to Am. Studies
Focal Concept: The Am. Exp. in the 20th Century

Concept: Today's Events Shape
Tomorrow's Exp.
Explainer: Projections Into the Future
Activity: 3-B

KSSP

THE YEAR 2072, Part II

Considering your responses to the above questions, how would you respond to what you foresee life being like in the U.S. and the world in the year 2072? That is, in terms of your predictions and your present values, how would you evaluate the future of:

1. Conditions for world peace?
2. Ecological conditions?
3. Possible existence of world government?
4. Population growth and control?
5. The roles and contributions of science and technology?
6. Racial and ethnic relations?
7. Educational institutions?
8. Family life?
9. The type of economic systems?
10. The role of religion and philosophy?

The Year 2072, Part II (Alternative)

You have just finished writing your predictions and projections in regard to what life might be like in the year 2072. In terms of your present values what are the chances of?...
(Place an "X" in what you presently feel to be the correct response.)
(The results of this sample will be availble to you.)

	Very Possible	Possible	Questionable	Impossible
Ethnic and racial equality				
Economic equality				
Public control of Science and Technology				
A "global village"				
A pluralistic attitude among the world's nations				
Effective pollution control				
Population balance				
A world government				
Educational equality				
The family unit being as we now know it				

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Concept: Today's Events Shape the Exp.
Mod: Intro. to Am. Studies
Focal Concept: The Am. Exp. in the 20th Century
Explainer: Your Value Position
Activity: Alternative to 3-C

KSSP

YOUR VALUE POSITION

The following letter appeared in our local newspaper. Its content was from a speech made by a "hard-nose realist" professor who was commenting on the nature and condition of our society, our nation and our people today.

1. Read the short editorial, and think about its content
2. React to it by writing a short letter to editor either agreeing or disagreeing with this letter, explaining the reasoning that guides your thinking here.

Where Is America?

"America has a basically proud, decent and respectable past. In a mere 200 years we have come from a series of wilderness colonies ruled by a foreign nation through the stages of national growth, a sectional civil war, industrial expansion, territorial growth both at home and overseas, assumption of a role of world leadership, concern for the welfare of our people, and recognition of the need for international cooperation to solve problems that affect the entire world.

Now we are all worn out. We have come a long ways very quickly, we have even peaked too soon. There is almost nothing left for us to accomplish, to achieve, or to give our people today personal challenge or satisfaction. We have no really exciting challenges left to face or obstacles to conquer. All that remains to be done is to install some needed social and legal challenges and we are home free. That's why many people today, younger and older, are bored, frustrated and apathetic. What does being an American in 1972 mean to them? It means ease, comfort, complacency, reliance on others to solve our problems and meet our needs, belief in old traditions which are no longer relevant, dullness, a dead society. We grew too rapidly, now we have been overcome by national rot. I am glad I'm not in the under 25 years old group; they have nothing to do or to look forward too but the selfish pursuit of pleasure in a nation run by make believe."

---

*How do you react to this, and what ideas motivate your reaction? What value assumptions does this author make, challenge or reject?

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NOTES TO THE INSTRUCTOR

I.M.: Environmental Studies

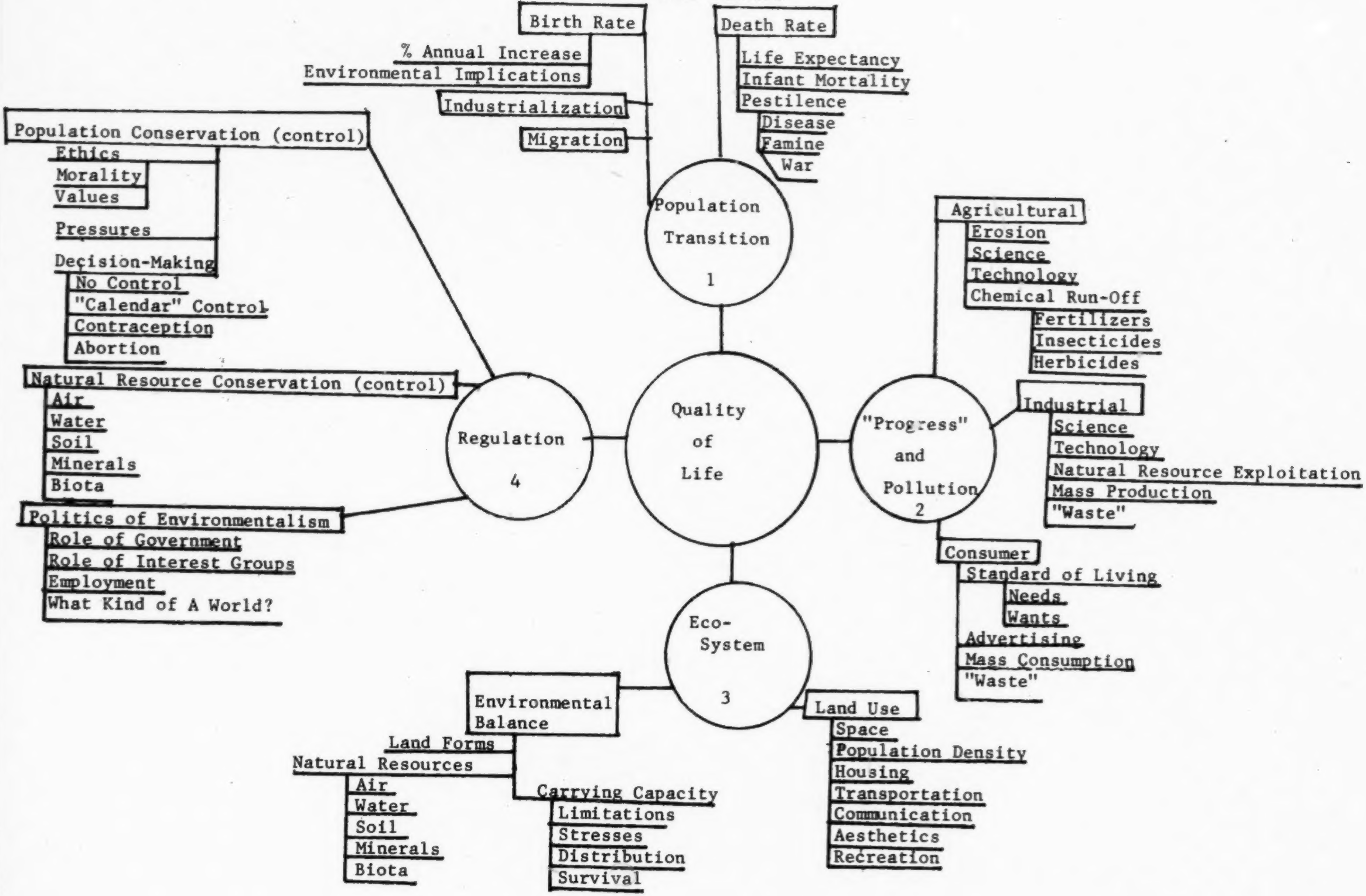
Classification: American Studies - 202 Time Allocated: 12 weeks

Focal Concept: Quality of Life
Concept 1. Population Transition
Concept 2. "Progress" and Pollution
Concept 3. Eco-System
Concept 4. Regulation

On teaching this instructional module:
In using this conceptual diagram of the Environmental Studies course the teacher is referred to "Pollution" and "Population" reactions in the Instructional Modules for Senior High School Social Studies (Project 28-C), which is available at the Social Studies Coordinator's Office at the ESC. This source provides behavioral objectives, suggested teaching strategies and student activities, and a list of teaching materials. In addition the teacher might refer to the "Pollution" and "Population" teacher's guides (Project 48-C - Summer 1970), also available at the Social Studies Coordinator's Office.

A note on student sources:
Godfrey, The Arthur Godfrey Environmental Reader
Carson, Silent Spring
Nelson, Population and Survival
Myers, The Environmental Crisis
Ehrlich, The Population Bomb
DeBell, The Environmental Handbook
DeBell, The Voter's Guide to Environmental Politics
Rienow, Man Against His Environment
Leinwand, Air and Water Pollution
J. G. Mitchell with C. L. Stallings, Ecotactics: The Sierra Club Handbook for Environmental Activists
Cook and Lecht, People!
"The State of the Species" (Natural History Special Supplement, Jan. 1970)
Population Bulletin (October 1965)

ENVIRONMENTAL STUDIES


Quality of Life
Population Transition 1
Birth Rate
% Annual Increase
Environmental Implications
Industrialization
Migration
Death Rate
Life Expectancy
Infant Mortality
Pestilence
Disease
Famine
War
"Progress" and Pollution 2
Agricultural
Erosion
Science
Technology
Chemical Run-Off
Fertilizers
Insecticides
Herbicides
Industrial
Science
Technology
Natural Resource Exploitation
Mass Production
"Waste"
Consumer
Standard of Living
Needs
Wants
Advertising
Mass Consumption
"Waste"
Eco-System 3
Land Use
Space
Population Density
Housing
Transportation
Communication
Aesthetics
Recreation
Environmental Balance
Land Forms
Natural Resources
Air
Water
Soil
Minerals
Biota
Carrying Capacity
Limitations
Stresses
Distribution
Survival
Regulation 4
Population Conservation (control)
Ethics
Morality
Values
Pressures
Decision-Making
No Control
"Calendar" Control
Contraception
Abortion
Natural Resource Conservation (control)
Air
Water
Soil
Minerals
Biota
Politics of Environmentalism
Role of Government
Role of Interest Groups
Employment
What Kind of A World?

NOTES TO THE INSTRUCTOR

I.M.: Foreign Policy and International Relations

Classification - American Studies course. Time Allocated 12 weeks

Focal Concept: the Nation State System
Concept #1. National Foreign Policy Goals (the Ends)
Concept #2. U.S. Foreign Policy
Concept #3. Internationalism

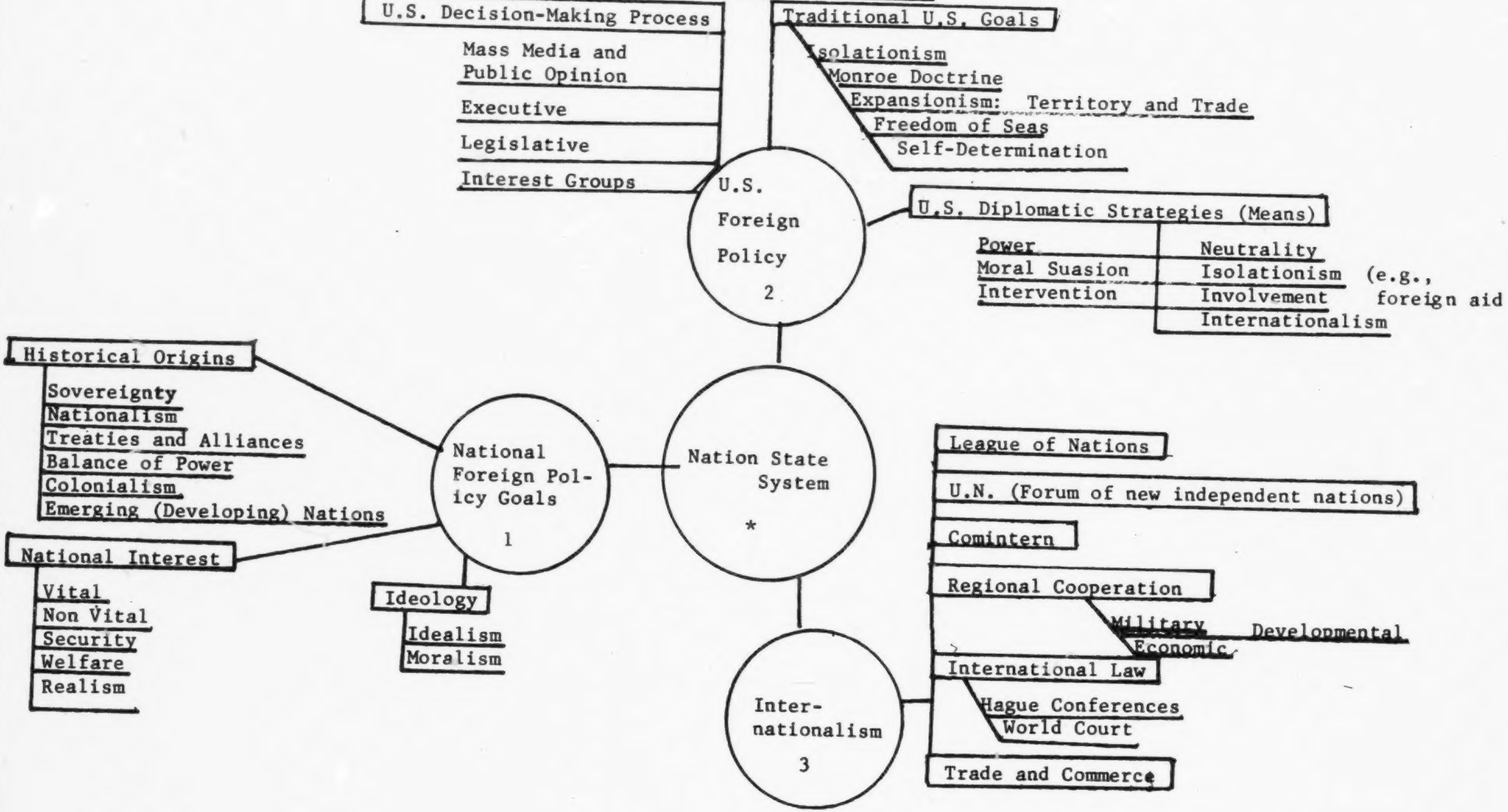
On teaching this instructional module:

Sources available from the District's Social Studies Coordinator's office, which should be obtained and consulted prior to teaching this instructional module:

1. "American Studies III, Unit 17, Foreign Policy" by William S. Jacobson
2. "United States Foreign Policy", Project #71, Summer 1969 by Richard Pitner
3. "Instructional Modules for Senior High School Social Studies", Project #28-C, Summer 1971; pages 87-91 and pages 92-97.

The above listed teaching syllabi offer many suggestions for using identified class activities, materials, readings in both books and reprint articles, media aids and organizational options. A complete Bibliography appears in all of these; this is important since many sources will be utilized in presenting this instructional module.

FOREIGN POLICY INTERNATIONAL RELATIONS


U.S. Decision-Making Process
Mass Media and Public Opinion
Executive
Legislative
Interest Groups
Traditional U.S. Goals
Isolationism
Monroe Doctrine
Expansionism: Territory and Trade
Freedom of Seas
Self-Determination
U.S. Foreign Policy 2
U.S. Diplomatic Strategies (Means)
Power
Moral Suasion
Intervention
Neutrality
Isolationism
Involvement
Internationalism
(e.g., foreign aid
Historical Origins
Sovereignty
Nationalism
Treaties and Alliances
Balance of Power
Colonialism
Emerging (Developing) Nations
National Interest
Vital
Non Vital
Security
Welfare
Realism
National Foreign Policy Goals 1
Ideology
Idealism
Moralism
Nation State System *
League of Nations
U.N. (Forum of new independent nations)
Comintern
Regional Cooperation
Military
Economic
Developmental
International Law
Hague Conferences
World Court
Trade and Commerce
Inter-nationalism 3

NOTES TO THE INSTRUCTOR

I.M.: Minorities

Classification: American Studies   Time Allocated: 12 weeks

Focal Concept: Ethnicity
  Concept 1. Self Image
  Concept 2. Ethnic Heritage
  Concept 3. Prejudice Behavior (Conflict)
  Concept 4. Resolution of Conflict

On teaching this instructional module:
The conceptual diagram or model of the Minorities course is presented here. For additional information relating to suggested strategies, additional teaching materials (printed materials, film, filmstrips), the teacher is referred to these curriculum guide booklets, which are available through the Social Studies Coordinator's Office at the ESC:

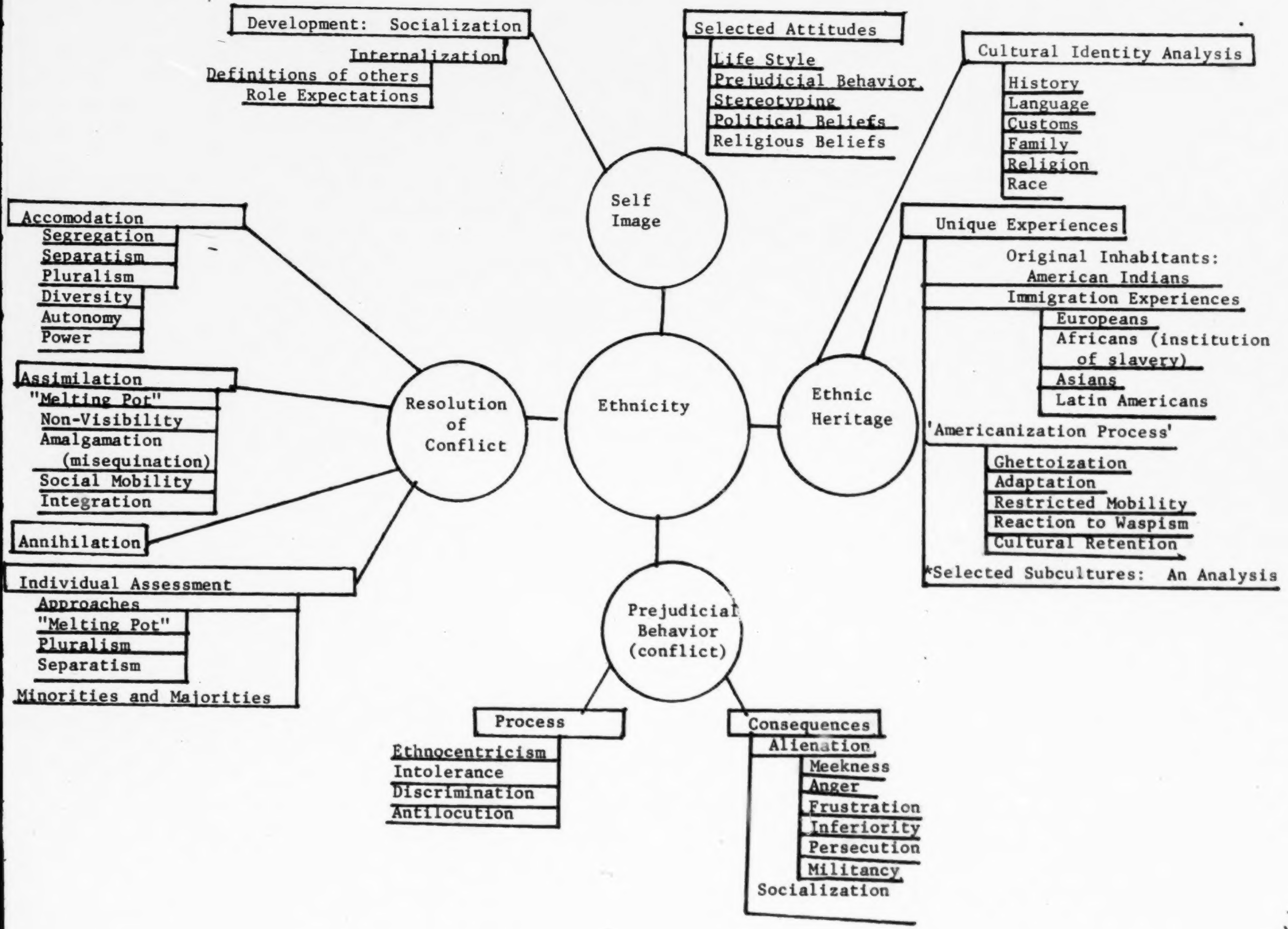
Minorities in America (Supplement to American Studies III)
Black Studies
"Black and White Awareness" and "Minorities"
Schematic diagrams in Instructional Modules For Senior High School Social Studies (Project 28-C)

A note on student sources:

Publications: Allport, The Nature of Prejudice
Bennett, Before the Mayflower
Franklin, From Slavery to Freedom: A History of American Negroes
Holmes, Prejudice and Discrimination
Black Experience in America Series (AEP, 10 titles)
Oliver, The American Indian Today
Oliver, The Immigrant's Experience
Ritter, et. al., Americans All series (5 titles)
SRSS, Leadership in American Society: A Case Study of Black Leadership
Suggested Activities in Minorities:

1. Name Change investigation check. (Your own--did it change? From what to what? When? Why? Would you rechange it now? Why?
2. Use "Sunshine City" again. Make it less exclusively to anti Black penalties, discriminate against Puerto Ricans, American Indians, Mexican-Americans, Orientals (non-white racials). 3-4 weeks
3. How to become Americanized, citizenized, assimilated, anglovized? Necessity of this asked result (metted affect.) Why? Why not?
4. Non assimilation. (Benefits and dilemmas present and felt in: Ghettoization, National and/or Racial Pride, Power Growth, Community Control and governments.)
5. How to solve the conflict? Choose the best option?
6. Cedar Rapids analyzation in terms of minority groups in this community (Ethnics in our town).
7. "Images of people" use in Concept #1. A. Filter for perception B. School election C. Sherif Experiment.
8. Forms of brown eyes, blue eyes "game". Visit to foreign language class, example in being out of the culture, in not understanding the language.
9. Reaction exercise: to a speaker, an article such as defending WASPISM.

MINORITIES


Development: Socialization
Internalization
Definitions of others
Role Expectations
Selected Attitudes
Life Style
Prejudicial Behavior
Stereotyping
Political Beliefs
Religious Beliefs
Cultural Identity Analysis
History
Language
Customs
Family
Religion
Race
Unique Experiences
Original Inhabitants:
American Indians
Immigration Experiences
Europeans
Africans (institution of slavery)
Asians
Latin Americans
'Americanization Process'
Ghettoization
Adaptation
Restricted Mobility
Reaction to Waspism
Cultural Retention
*Selected Subcultures: An Analysis
Self Image
Ethnicity
Ethnic Heritage
Resolution of Conflict
Prejudicial Behavior (conflict)
Accomodation
Segregation
Separatism
Pluralism
Diversity
Autonomy
Power
Assimilation
"Melting Pot"
Non-Visibility
Amalgamation (misequination)
Social Mobility
Integration
Annihilation
Individual Assessment
Approaches
"Melting Pot"
Pluralism
Separatism
Minorities and Majorities
Process
Ethnocentricism
Intolerance
Discrimination
Antilocution
Consequences
Alienation
Meekness
Anger
Frustration
Inferiority
Persecution
Militancy
Socialization

Minorities '7

Intergroup Attitudes Questionnaire

The following items are commonly used by social scientists to study intergroup attitudes. To see how attitudes in your class compare to the attitudes of our society in general, fill out the following questionnaire. *Please do not put your name on this form.*

Part 1	Yes	No
1. I would be willing to have a person of Irish background		
(a) as a citizen in my country.	___	___
(b) working next to me on my job.	___	___
(c) as a next-door neighbor.	___	___
(d) in my social club as a personal friend.	___	___
(e) marry a close friend or relative.	___	___
2. I would be willing to have a person of Jewish background		
(a) as a citizen in my country.	___	___
(b) working next to me on my job.	___	___
(c) as a next-door neighbor.	___	___
(d) in my social club as a personal friend.	___	___
(e) marry a close friend or relative.	___	___
3. I would be willing to have a person of Negro background		
(a) as a citizen in my country.	___	___
(b) working next to me on my job.	___	___
(c) as a next-door neighbor.	___	___
(d) in my social club as a personal friend.	___	___
(e) marry a close friend or relative.	___	___
4. I would be willing to have a person of white Protestant background		
(a) as a citizen in my country.	___	___
(b) working next to me on my job.	___	___
(c) as a next-door neighbor.	___	___
(d) in my social club as a personal friend.	___	___
(e) marry a close friend or relative.	___	___

Part II	Agree	Disagree	Don't know
5. "Negroes laugh a lot."	____	____	____
6. "Negroes tend to have less ambition."	____	____	____
7. "Negroes smell differently from whites."	____	____	____
8. "Negroes want to live off the handout."	____	____	____
9. "Negroes are inferior to whites."	____	____	____
10. "Negroes are treated the same as whites in this community."	____	____	____
11. "International banking is pretty much controlled by the Jews."	____	____	____
12. "The trouble with Jewish businessmen is that they are so shrewd and tricky other people don't have a chance in competition."	____	____	____
13. "Jews don't care what happens to anyone but their own kind."	____	____	____
14. "Jews have a lot of irritating faults."	____	____	____

Part III

15. Mr. Smith is a member of a social club in which there are no Jewish members. Although he knows many of the members would prefer not to have Jews in the club, he decided to try to get his Jewish friend, Mr. Cohen, into the club.

First of all, do you think that the other members have a right to be angry with Mr. Smith for trying to get Mr. Cohen in the club?

Yes ____ No ____ Don't know ____

16. Do you think that the other members have a right to keep Mr. Cohen out just because he's Jewish?

Yes ____ No ____ Don't know ____

17. Now suppose the members did vote to keep Mr. Cohen out of the club. What do you think Mr. Smith should do--quit the club, stay in the club and keep trying to get Mr. Cohen in, or stay in the club and forget the whole thing?

quit the club ____

stay in and keep trying ____

stay in and forget the whole thing ____

don't know ____

~~Handout III 10~~

SUMMARY OF DATA, PART I, INTERGROUP ATTITUDES QUESTIONNAIRE

Ethnic Group	Number of Respondents		Total Score		Social-Distance Quotient	
	Class	Parents	Class	Parents	Class	Parents
Irish						
Jewish						
Negro						
White Protestant						

Class's Ranking

1.
2.
3.
4.

Parents' Ranking

1.
2.
3.
4.

[redacted]

I

SOCIAL-DISTANCE RANKINGS OF NATIONAL SAMPLES OF AMERICANS FOR 1927 AND 1956*

Rank Order		Social-Distance Quotient	
1927	1956	1927	1956
White Protestants	White Protestants	1.10	1.08
Irish Americans	Irish Americans	1.30	1.56
Jewish Americans	Jewish Americans	2.39	2.15
Negro Americans	Negro Americans	3.28	2.74

II

SOCIAL-DISTANCE ATTITUDES OF NATIONAL SAMPLE OF AMERICANS*

Would you object to:	Percentage Objecting	
	Nationwide	South
(1) *working next to a Negro on the job?*	17	31
(2) *having a Negro family as next-door neighbors?*	51	74
(3) *a close friend or a relative marrying a Negro?*	84	91

These ratings are based on a research technique first developed by Emory S. Bogardus. He gave a national sample of the U. S. population a list containing the above groups plus many others, and asked this sample to which of the following kinds of relationships they would willingly admit members of the above groups:

to close kinship by marriage (1 point)
to my club as personal friends (2 points)
to my street as neighbors (3 points)
to employment in my occupation (4 points)
to citizenship in my country (5 points)
to visitors only in my country (6 points)
would exclude from my country (7 points)

On the basis of this information he scored each group in terms of the amount of social distance expressed toward it. He then put groups in rank order.

---

*Adapted from E. Bogardus, *Social Distance* (Yellow Springs, Ohio: Antioch Press, 1959).

~~Handout III-12~~

SUMMARY OF DATA, PART II, INTERGROUP ATTITUDES QUESTIONNAIRE

Statement	Number and percent of "agree" responses				
	Students		Parents		National Sample
	N	%	N	%	%
NEGROES					
5. "laugh a lot"					68
6. "have less ambition"					66
7. "smell"					60
8. "live off handouts"					41
9. "are inferior to whites"					31
10. "are treated same as whites"					70
JEWS					
11. "control international banking"					30
12. "are shrewd/ tricky					35
13. "only care about their own kind"					26
14. "have many irritating faults"					40

Handout III-13

SUMMARY OF DATA, PART III
INTERGROUP ATTITUDES QUESTIONNAIRE

	Class Response		Parents		National Sample
	N	%	N	%	%
15. Do other members have a right to be angry with Mr. Smith for trying to get Mr. Cohen into the club?					
Yes	___	___	___	___	33
No	___	___	___	___	61
Don't know	___	___	___	___	6
					100
16. Do other members have a right to keep Mr. Cohen out just because he's Jewish?					
Yes	___	___	___	___	28
No	___	___	___	___	68
Don't know	___	___	___	___	4
					100
17. What should Mr. Smith do if club members vote to exclude Mr. Cohen?					
Quit the club	___	___	___	___	10
Stay in and keep trying	___	___	___	___	32
Stay and forget the whole thing	___	___	___	___	51
Don't know	___	___	___	___	7
					100

NOTES TO THE INSTRUCTOR

I.M.: Poverty and Affluence

Classification: American Studies course. Time Allocated: 12 weeks

Focal Concept: Wealth.
    Concept 1. Distribution of Wealth
    Concept 2. Acquisition of Wealth
    Concept 3. Influence of Wealth
    Concept 4. Self Image. (with reference to wealth)

On teaching this instructional module:

Only the basic structured or conceptual framework of the mod is presented here. For helpful additional material, teaching suggestions, class activities, and sources, one should consult the following curriculum guide books available through the ESC's Social Studies Coordinator's office:

a. Poverty, Project #71, Summer 1969, by Gary Goldstein and Ralph Plagman
b. Instructional Modules for Senior High School Social Studies, Project #28-C, Summer 1971, Poverty, pages 58-67.

A blending of the concepts suggested here, supplemented by information offered by these two teaching units, with useful information sources, will allow the instructor to implement the successful teaching of a mod concerned with aspects of Poverty and Affluence.

For the purposes of this I.M., wealth is meant to represent the degree or extent of measured wealth both absent and present in any given situation.

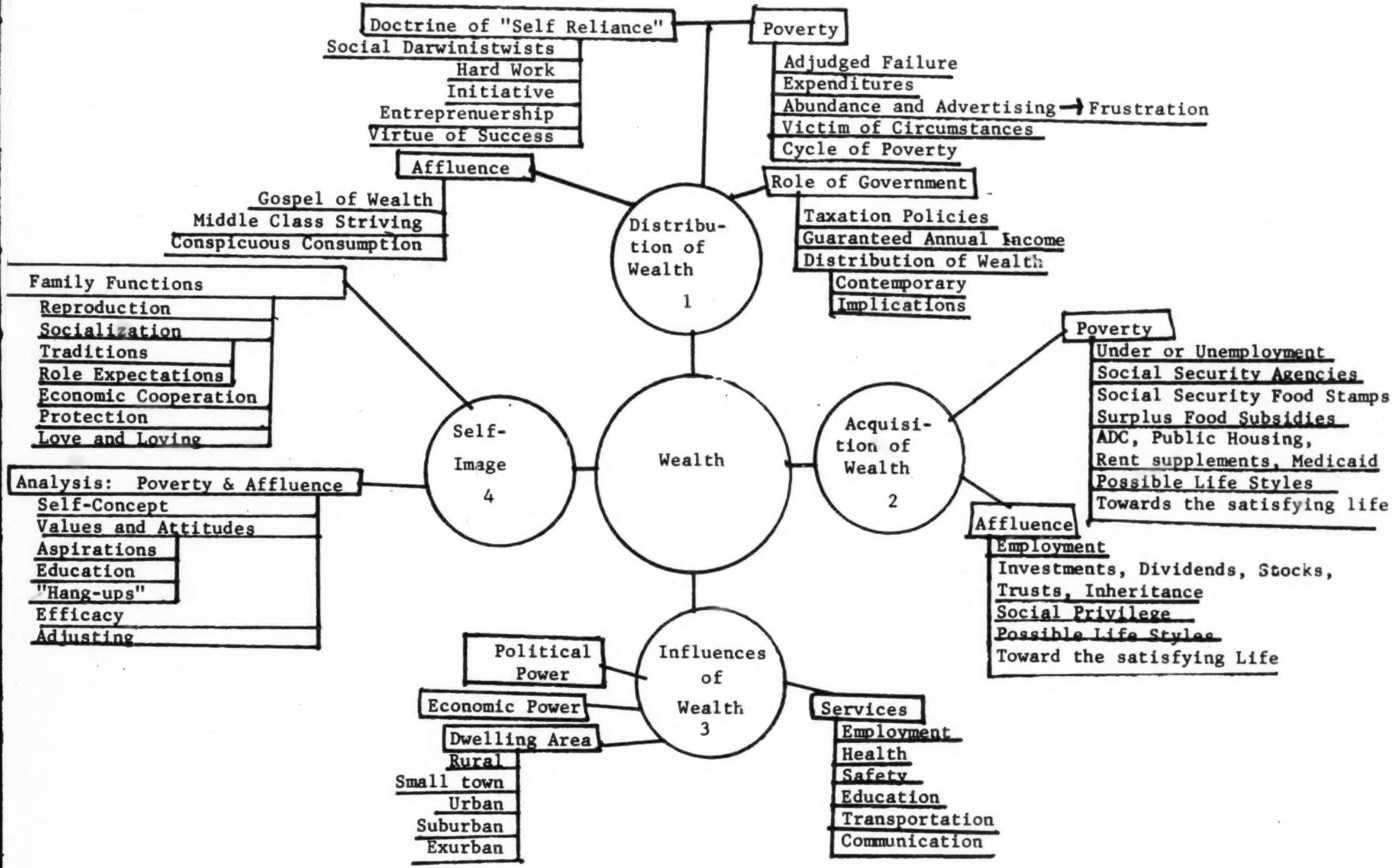
A note on sources:

a. Basic books reccommended-
   "The Incidence and Effects of Poverty in the United States", SRSS, Allyn and Bacon Co. (a good place to begin this study.)
b. "Poverty in an Affluent Society", David A. Durfee, Inquiry series, Prentiss-Hall
c. "The Other America" Michael Harrington, Penguin
d. "In the Midst of Plenty", Ben H. Bagdikin, Signet
e. "Poverty and the Poor", Leinwand, Problems of American Society, Washington Square Press
f. "Man Against Poverty: World War III, Blaustein and Wook.
g. Five Families, Lewis, Oscar
h. "Grapes of Wrath", John Steinbeck

Basic reprinted articles recommended:

1. Poverty Unit, Project #71, Appendicies B, C, D, F, and H.
2. Time Essay, "Welfare and Illfare: The Alternatives of Poverty", Time, December 13, 1968

POVERTY AND AFFLUENCE


Doctrine of "Self Reliance"
Social Darwinistwists
Hard Work
Initiative
Entreprenuership
Virtue of Success
Affluence
Gospel of Wealth
Middle Class Striving
Conspicuous Consumption
Poverty
Adjudged Failure
Expenditures
Abundance and Advertising → Frustration
Victim of Circumstances
Cycle of Poverty
Role of Government
Taxation Policies
Guaranteed Annual Income
Distribution of Wealth
Contemporary
Implications
Distribution of Wealth 1
Family Functions
Reproduction
Socialization
Traditions
Role Expectations
Economic Cooperation
Protection
Love and Loving
Self-Image 4
Wealth
Acquisition of Wealth 2
Poverty
Under or Unemployment
Social Security Agencies
Social Security Food Stamps
Surplus Food Subsidies
ADC, Public Housing,
Rent supplements, Medicaid
Possible Life Styles
Towards the satisfying life
Analysis: Poverty & Affluence
Self-Concept
Values and Attitudes
Aspirations
Education
"Hang-ups"
Efficacy
Adjusting
Affluence
Employment
Investments, Dividends, Stocks,
Trusts, Inheritance
Social Privilege
Possible Life Styles
Toward the satisfying Life
Political Power
Economic Power
Dwelling Area
Rural
Small town
Urban
Suburban
Exurban
Influences of Wealth 3
Services
Employment
Health
Safety
Education
Transportation
Communication

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NOTES TO THE INSTRUCTOR

I.M. Culture and Change

Classification: American Studies Course   Time Allocation: 12 weeks

Concepts Used, which determine the use and teaching of this instructional module:

Focal Concept: U.S. Culture and Technological Change Time Chart
    Concept 1. Humanities
    Concept 2. Popular Culture
    Concept 3. Technological Influences
    Concept 4. Historical - Cultural Analysis

Presenting this Instructional Module

A fully developed Teaching Guide does not accompany this particular instructional module. Development priorities did not permit it at this time. Instead, following these concepts which indicate course concern, the teacher should refer to the Cedar Rapids Community School's teaching syllabus.

U.S. Culture, developed by Rod Kervin, Project #48-C, Summer of 1970. This syllabus blocks out the basic approaches and organization used in the mod. Reference should also be made to the District's syllabus, Instructional Modules for Senior High School Social Studies, Project #28-C, Summer of 1971, pages 37-41 for needed information pertaining to the portion of this course under the change designation. This reference to science and technology also should be pursued by using the District's syllabus Science and Technology, developed by Alan Wohlfeil and Rod Kervin, Project 71, Summer of 1969. The American Studies III syllabus Unit IV, Social Movements by Lee Stewart, should also be consulted for ideas pertaining to this course.

A study of these three teaching guides used to implement the conceptual framework suggested here should provide the needed basic organizational, structural and source material and ideas to implement successful teaching in the instructional module, "Culture and Change." Source recommendations, specific books, book chapters, article reprints, class activities and instructional objectives are also provided in the four teaching syllabi mentioned.

The aforementioned four syllabi can be obtained from the District Social Studies Coordinator at the ESC.

A Note on Student Sources:

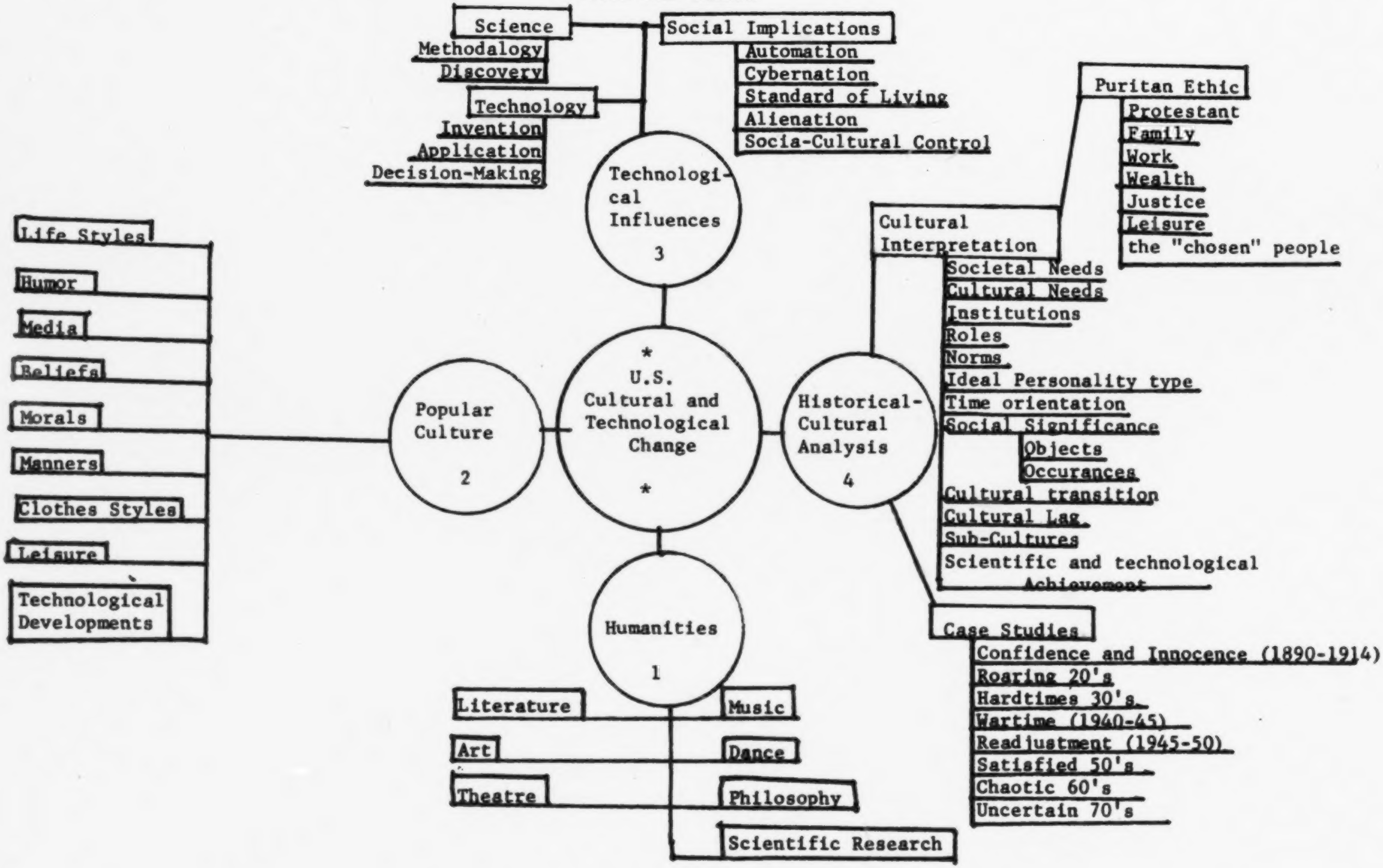
The following sources are recommended for this I.M., although they by no means constitute a complete list. For this larger need, complete bibliographies are available in the two resource units already cited.

1. F. C. Allen, The Big Change, 1900-1950

Student Sources continued

2. F. L. Allen, Only Yesterday, the 1920's
3. F. L. Allen, Since Yesterday, the 1930's
4. George Mowry, Fords, Flappers, and Fantasies
5. New Dimensions in American History series, by Traverso, Halsey and Merrill.
    a. Immigration: A Study in American Values
    b. The 1920's: Rhetoric or Reality
    c. Responses to Economic Collapse: The Great Depression of the 1930's
6. W. E. Leuchtenburg, The Perils of Prosperity, 1914-1932
7. Malone and Pauch history series Volumes 4,5,6
    a. The New Nation, 1865-1917
    b. War and Troubled Peace, 1917-1939
    c. America and World Leadership, 1940-1965
8. T. A. Bailey, The American Pageant
9. Leonard Freedman, Issues of the Sixties
10. A. Huxley, Brave New World, and Brave New World Revisited
11. C. P. Snow, Two Cultures and a Second Look
12. Pat Frank, Alas, Babylon
13. SRSS, Science and Society
14. Walter Lord, The Good Years, 1900-1914
15. D. A. Aaron and R. Bendiner, The Strenuous Decade, 1930's
16. Eric F. Goldman, Rendezvous with Destiny, A History of American Reform
17. Eric F. Goldman, The Crucial Decade and After, America 1945-1960
18. S. P. Hays, The Response to Industrialism, 1885-1914
19. John Steinbeck, America and the Americans
20. Sinclair Lewis, Babbitt
21. S. Seaberg, Scholastic Great Issues series, Automation and its Challenge - Can man control the machine?
22. Bernard Isbell, The New Improved American
23. L. M. Marsak, The Rise of Science in Relation to Society
24. T. P. Hughes, The Development of Western Technology Since 1500
25. Barry Commoner, Science and Survival
26. C. P. Snow, Science and Government
27. Arthur Miller, The Crucible
28. Sinclair Lewis, Elmer Bantry
29. Upton Sinclair, The Jungle
30. N. R. Canton and M. S. Werthiman, The History of Popular Culture Since 1815
31. Foster Rhea Dulles, A History of Recreation, America Learns to Play
32. J. P. Marquand, The Late George Apley
33. Saul Bellow, The Adventures of Augie March
34. Thomas Wolfe, You Can't Go Home Again
35. R. L. Rapson, Individualism and Conformity in the American Character

CULTURE AND CHANGE


*
U.S.
Cultural and
Technological
Change
*
Humanities
1
Literature
Art
Theatre
Music
Dance
Philosophy
Scientific Research
Popular
Culture
2
Life Styles
Humor
Media
Beliefs
Morals
Manners
Clothes Styles
Leisure
Technological
Developments
Technologi-
cal
Influences
3
Science
Methodalogy
Discovery
Technology
Invention
Application
Decision-Making
Social Implications
Automation
Cybernation
Standard of Living
Alienation
Socia-Cultural Control
Historical-
Cultural
Analysis
4
Cultural
Interpretation
Societal Needs
Cultural Needs
Institutions
Roles
Norms
Ideal Personality type
Time orientation
Social Significance
Objects
Occurances
Cultural transition
Cultural Lag
Sub-Cultures
Scientific and technological
Achievement
Puritan Ethic
Protestant
Family
Work
Wealth
Justice
Leisure
the "chosen" people
Case Studies
Confidence and Innocence (1890-1914)
Roaring 20's
Hardtimes 30's
Wartime (1940-45)
Readjustment (1945-50)
Satisfied 50's
Chaotic 60's
Uncertain 70's

NOTES TO THE INSTRUCTOR

I.M.: American Society
Classification: American Studies Time Allocated: 12 weeks
Focal Concept: Socialized Behavior
    Concept 1. Behavior: Scientific Explanation
    Concept 2. Social Status
    Concept 3. Social Values
    Concept 4. Social Persuasion

On Teaching this I.M.:
American Society is designed as a popular approach to the study of why people tend to form groups and what the interworkings of groups are (what the group does to and for the people who belong to them.) Proceeding from basic models to observing group behavior in action and pattern should be the goal.

People are the basic units. In other words "don't anthropomorphize abstractions". What Peter L. Berger calls "the bloodless vocabulary" of many scientists should in this I.M. be kept at a minimum.

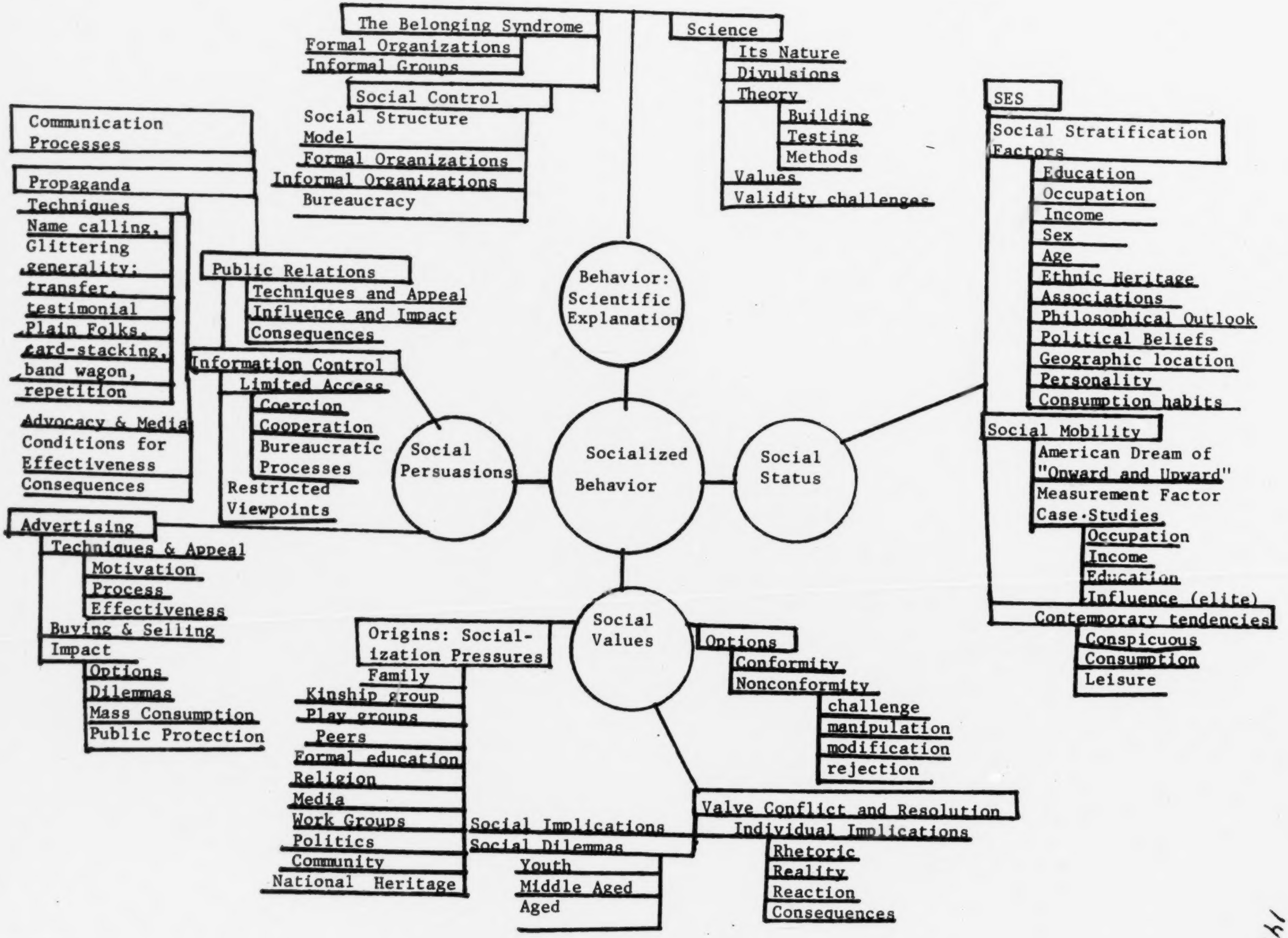
In addition to involvement type activities in the classroom, students should participate in at least one community research project (a brief visit with the city mayor or planner might shed light on survey projects which would also be of community utility).

Recommended Instructor Resources:
"Sociology Anthropology" and"Social Psychology" developed under this Project: "Cultural Patterns" developed by Goldstein and Lingren under Project #71--summer of 1969: and "Human Behavior" developed by Plagman and Wolhfeil under Project #48-C--summer of 1970 are all available from the Social Studies Coordinator at the ESC.

Recommended Student Resources:
AEP Anthropology
AEP Status
Berelson and Steiner (B & S) Human Behavior
Chase, The Proper Study of Mankind
Cohen, Secondary Motivation
Goode, The Family
Henry, Culture Against Man
Justice in Urban America, Law and the Consumer
Leinwand, The Consumer
Mitchell, Propaganda, Polls, and Public Opinion
Montagu, On Being Human
Packard, The Pyramid Climbers
Packard, The Status Seekers
Rose, The Study of Society
SRSS Inquiries in Sociology
SRSS reading series, Social Organizations
SRSS episode, Social Mobility in the United States
Tumin, Social Stratification
Urick, Alienation
Comic Strips; i.e. "Little Orphan Annie, Lil Abner, Dick Tracy, Steve Canyon, Moose"
Media Advertisements

American Studies-208

AMERICAN SOCIETY


Socialized Behavior
Behavior: Scientific Explanation
The Belonging Syndrome
Formal Organizations
Informal Groups
Social Control
Social Structure Model
Formal Organizations
Informal Organizations
Bureaucracy
Science
Its Nature
Divulsions
Theory
Building
Testing
Methods
Values
Validity challenges
Social Status
SES
Social Stratification Factors
Education
Occupation
Income
Sex
Age
Ethnic Heritage
Associations
Philosophical Outlook
Political Beliefs
Geographic location
Personality
Consumption habits
Social Mobility
American Dream of "Onward and Upward"
Measurement Factor
Case Studies
Occupation
Income
Education
Influence (elite)
Contemporary tendencies
Conspicuous
Consumption
Leisure
Social Values
Options
Conformity
Nonconformity
challenge
manipulation
modification
rejection
Valve Conflict and Resolution
Individual Implications
Rhetoric
Reality
Reaction
Consequences
Origins: Socialization Pressures
Family
Kinship group
Play groups
Peers
Formal education
Religion
Media
Work Groups
Politics
Community
National Heritage
Social Implications
Social Dilemmas
Youth
Middle Aged
Aged
Social Persuasions
Communication Processes
Propaganda
Techniques
Name calling,
Glittering generality;
transfer,
testimonial
Plain Folks,
card-stacking,
band wagon,
repetition
Advocacy & Media
Conditions for Effectiveness
Consequences
Public Relations
Techniques and Appeal
Influence and Impact
Consequences
Information Control
Limited Access
Coercion
Cooperation
Bureaucratic Processes
Restricted Viewpoints
Advertising
Techniques & Appeal
Motivation
Process
Effectiveness
Buying & Selling
Impact
Options
Dilemmas
Mass Consumption
Public Protection

Mod: American Society Focal Concept: Socialized Behavior Concept: Behavior: Scientific Explanation (1)

Explainers	Materials	Skills	Activities	Dist.	Time
1) The Belonging Syndrone and 2) Social Control	Hughes, Social Organizations: Readings Handout: "The Organization Assignment" 2 pages Rose, (ed) The Study of Society, "The Multi-Group Society" by Robert Maciver. pp 274-279 (from The Web of Gov't. Macmillian, 1947) Chase 1) "Behavior of Groups" pp 232-240 Cohen "Competition and Cooperation" pp 15-16 Berelson and Steiner, "Groups and Organizations" pp 53-69 Montagu, On Being Human "Aggregation vs. Isolation" pp 37-46 Handouts for "E". 1)"Organizations" 1 page 2)"Social Disorganization" 2 pages 3) "Group Membership" worksheet, 1 page 4) "Primary and Secondary Groups" 1 page		Act. 1 A. Assign "Sociologists Look at Organizations" pp 1-6, in Hughes. Asks students formal and informal groups that they belong to and the type of social control these groups exercise over their lives. B. List groups a member of the immediate family belongs to; if a student doesn't know, have him find out over night. Assign "Organizations, Association, and Institutions," pp 7-17 in Hughes. C. Each student is to select a group the the member of his immediate family belongs to. He is to interview him and a spokesman and official of the organization who is not a member of the immediate family. An example is a father who belongs to a labor union and a union shop steward. Use the handout, "The Organization Assignment". Note: An example of an organizational chart is found in Mehlinger and Patrick's American Political Behavior, Vol. 2, page 24. D. After the individual assignment, debrief in class by using small groups E. Refer students to associate readings F. Assign the case study "Just One of the Boys" pp 5-13, in Status, (AEP)		5-8

Mod: American Society Focal Concept: Socialized Behavior Concept: Behavior: Scientific Explanation (1)

Explainers	Materials	Skills	Activities	Dist.	Time
	For additional sources and handouts dealing with Organization and Social Structure Models (organization that is formal, informal, and total institutions) see the I.M. "Sociology Anthropology" Concept "Role Control", explainer "Organizations of Social Control" developed under this project)		G. Finish with an "analysis"of social organizations.		
Social Control	Allport's "Case Study" pp 7-12 Hughes, Social Organizations Handouts, Social Structure Models of: Institutional Goals, Order, Process Social Disorganization Man-Society Interactive SRSS Inquiries in Sociology "How do Social Institutions Shape Our Lives" pp 88-97 142-144 Urick, Alienation 1)"The Great Emptiness" pp 63-66 2)"The Social Aspect of Work" pp 67-68		Act. 2 A. Assign the Allport "Case Study to read. Teacher should give a mini-lecture on social control, explaining how social control affects the lives of the students and the results of being influenced by social control. Follow the mini-lecture by a short reading. B. Assign "Leadership in a Delinquent Gang", pp 36-43, and "Function of Ritual in an Organization" pp 44-52, in Hughes.		3

Mod: American Society Focal Concept: Socialized Behavior Concept: Behavior: Scientific Explanation (1)

Explainers	Materials	Skills	Activities	Dist.	Time
Bureaucracy	SRSS Inquiries in Sociology "Has Your Boss Reached His Incompetence Level?" 2 pages "A Successor the the Peter Principle: Firing People is Good for Business" 2 pages Urick, Alienation "Bureaucracy: The Impersonal Giant" pp 62-63 "Bureaucratic Structure and Personality" by Robert Merton, 6 pages, (from Social Theory and Social Structure, Free Press, 1948) Rose, (ed) The Study of Society, Random House, 1970 1) "The Organized Individual" by Wilber Moore pp 220-228 (from the Conduct of the Corporation, by W.E. Moore Random House, 1962) 2) "The Modern Army As A Beaucracy" by S.E. Finer, pp 242-246 (from The Man on Horseback, Pall Mall Press, 1962 and Original Chapter Title was "The Political Strengths of the Military") 3)"Bureaucracy's Other Face" by Charles Page, pp 247-255(from Social Forces, 25 1946-47, pp 88-94		Act. 3 A. Read SRSS and Peter Principle article B. Develop a hypothesis concerning bureaucracy. Record supporting and refuting evidence in relation to the hypothesis for other readings, (see page 69 of SRSS Inquiries in Sociology for hypothesis developments) C. Assign good students to the Rose articles to report on to the balance of the class. Instructor source: Blau, Peter M. Bureaucracy in Modern Society. New York, Random House. 1956	indv.	2

Mod: American Society Focal Concept: Socialized Behavior Concept: Behavior: Scientific Explanation (1)

Explainers	Materials	Skills	Activities	Dist.	Time
Bureaucracy continued	SRSS *Inquiries in Sociology*, pp 132-141 Instructors Guide pp 135-136		Act. 4 Bob Metky situation: A. Read and write out the immediate problem Metky faces	indv	2-3
			B. Get consensus on the problem C. State the points of view he must consider. D. State his personal dilemms E. Report to class decisions	Groups of three	
			F. State where you would locate the cement plant	indv.	
			Note: An alternative here would be to have some students "act out" (role play) the "Metky situation". This situation will be returned to during the concept "Social Values" explainer "Value Conflict and Resolution" G. Record evidence concerning the "bureaucracy" hypothesis. H. State your original "bureaucracy" hypothesis. Form a conclusion to it. If your hypothesis was refuted--restate it in light of the evidence observed.		
Science	Simpson: "Psychology, Social Psychology, and Sociology" pp 34-46		Act. 5 (Please see the Sociology-Anthropology I.M. concept "Scientific Behavior Interpretation", explainer "Science" developed under this project for materials and activities concerning this explainer) A. Read B. 3 students will obtain course titles and brief course descriptions from various college and university catalogs concerning the 3 fields (one each field) and report to class. C. Students will obtain several dictionary definitions concerning each field and report. D. Discuss		

Mod: American Society Focal Concept: Socialized Behavior Concept: Social Status (2)

Explainers	Materials	Skills	Activities	Dist.	Time
	Handout: "Environmental Questionaire" 2 pages		Act. 1 A)Assign each group a "student archetype". B. Discuss how individual values, beliefs, and attitudes affect social class.	groups of 3	1
SES	AEP Status 1) "Social Class in America" pp 24-26 2) "Status, Values, and Achievement" pp 35-36		Act. 2 A. Read/Discuss B. Develop a hypothesis concerning SES		1
Stratification Factors	Handouts: "Warner Index of Status Characteristics" 1 page		C. Work out the sequence in class for someone you you know quite well, but not yourself. D. Record supporting or refuting evidence concerning SES hypothesis.	indv.	
	SRSS Inquiries in Sociology "Roles and Social Position" pp 44-45 "Sex Status and Sex Roles" p 53 "Adolescence as a Social Status" p 53-54 "From Institutions to Social Stratification" pp 148-172 "Middle Class on the Run" pp 268-273 AEP Status, "Social Class in America: Indicident at Elmtown High" pp 25-34		Act. 3 A. Read SRSS and record evidence. B. Read AEP and record evidence		2
	Handouts: SRSS "Ranking Occupational Prestige Sequence" 7 pages		Act. 4 A. Administer, following carefully the instructions given.	indv.	2

Mod: American Society Focal Concept: Socialized Behavior Concept: Social Status (2)

Explainers	Materials	Skills	Activities	Dist.	Time
	SRSS Instructors Guide pp 164-170		B. Record evidence concerning SES hypothesis.		
	Cohen, "Stratification" pp 6-9, 12-13 Goode, The Family, chap 8 "Stratification" pp 80-90 APB, pp 117-138, "The American Class System Diagram" (found in Burns and Peltason, Government by the People, p 7) "International Comparability of Types of Occupation" (found in Rose, The Study of Society, pp 560-574		Act. 5 A. Read/Observe B. One good student assigned to Rose article to read and report to balance of class. C. Record evidence concerning SES hypothesis D. Form a conclusion to your SES hypothesis.		2
ocial Mobility	Handout: "American Dream of Onward and Upward" Readings in World History "What is the American, this New Man?" pp 253-255 Henry, Culture Against Man "The United States and the Soviet Union: Some Economic and Social Consequences of a 20th Century Nightmare" pp 100-123		Act. 6 A. Read/Discuss handout B. Develop a hypothesis concerning the "American Dream" C. Assign one student to read Henry and report to balance of class on a different view of the "American Dream" D. Read "This New Man" E. Record evidence concerning hypothesis. Continue to collect evidence throughout Activity 7.		
	SRSS episode Social Mobility in the United States		Act. 7 The instructor should follow the procedures and sequences of topical studies 1. "The Story of Tony Morelli" 2. "Ranking Occupational Prestige" 3. "Views and Concepts"	varies	5-10

Mod: American Society Focal Concept: Socialization Concept: Social Status (2)

Explainers	Materials	Skills	Activities	Dist.	Time
			4. "Three Theories of Social Stratification: Mark, Weber, Warner" 5. "Measuring Social Mobility: Occupation, Education, Income, and the Elite" 6. "Conclusion: Occupation, Education, Income and Elite"		
	SRSS Inquiries in Sociology "The Sociology of the Bicycle" pp 231-237 Hughes, Social Organizations: Readings #7 through #20 except #8, 9, and 17 Instructor selection		Act. 8 Read and record evidence concerning "American Dream" hypothesis.	indv.	3
Comtemporary Tendencies	Cohen "Symbols of Social Class" pp 10-12		Act. 9 A. Read/Discuss and expand on Veblen's theme of the "Leisure Class" and record evidence concerning "American Dream" hypothesis.	indv. to class to indv.	1
	"Time to Kill: Automation, Leisure, and Jobs" by Eric Larrabel (5 pages)		Act. 10 Read and record evidence concerning hypothesis.	indv.	1
	Film: "The American Road" #11003, Ford Film Library, Dearborn, Michigan 43121		Act. 11 A good way to leave Social Status and move into Values, Stresses, Social Mobility, Status, Cultural transition and values is this: Observe and record evidence concerning hypothesis	class to indv.	1
			Act. 12 State original "American Dream" hypothesis. Form a conclusion to it. If your hypothesis was refuted--restate it in light of the evidence observed.		

Mod: American Society Focal Concept: Socialized Behavior Concept: Social Values (3)

Explainers	~~Materials~~ Activities	Skills	~~Activities~~ Materials	Dist.	Time
(Please see the Sociology-Anthropology I.M. concepts "Role Control" and "Cultural Change" developed under this Project for a wide variety of materials and activities concerning this explainer). Activities were not inserted for the concepts "Social Values" and "Social Persuasion" as time did not permit. Using the materials referred to as basis for activity situations the instructor should devise appropriate activities. Additionally, the "Materials" and "Activities" sections of the format have been exchanged for these two concepts.					
Social Values 1) Origins			SRSS Inquiries in Sociology 1) "Moral Judgement" pp 36-37 2) "Sources of Norms" pp 39-42 3) "Choice or No Choice" pp 89-97 4) "Five Institutions" pp 48-141 5) "The Course of Sociology" pp 246-247 SRSS Inquiries in Sociology: Instructors Guide pp 52-53 "Interviewing Children" exercies Handouts: 1) Slogans Expressing Values 1 page 2) The Value-Conflict Approach to Issues and Social Problems, 1 page 3) "Considering Social Problems" 1 page 4) "Mistaken Ideas Often Held Concerning Social Problems" 1 page 5) "Kids' Turned Off By High School" 1 page 6) "Immoral Computations" 1 page Urick, Alienation "A Poor Scholars Soliloquy" pp 52-55		
Options: Conformity			Film: "Because, That's Why" Joint County S.S. Berelson and Steiner, "Stability and Change" pp 114-116 Cohen 1) "Conformity to Norms" pp 17-22 2) "Obedience to Authority" pp 28-32		

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Mod: American Society Focal Concept: Socialized Behavior Concept: Social Values (3)

Explainers	Activities	Skills	Materials	Dist.	Time
Options-- Non-Conformity Challenge			Handout: "Notes on the Sociology of Deviance" Kai Erickson (Social Problems, Vol IX, #4 1964, pp 307-314) Urick, Alienation 1) "Art Johnson, Angry Young Man" pp 13-16 2) "Sunday Dinner in Brooklyn" pp 19-23		
Manipulation			Urick, Alienation "A Piece of the Action" pp 94-95		
Modification			SRSS Inquiries in Sociology "Sources of Social Change" pp 239-246		
Rejection			Urick, Alienation pp 2-14 "Detroit, Through a Wine Bottle" "She's Leaving Home" pp 1-2		
Value Conflict and Resolution	Bob Merky and the St. Joseph cement plant situation. Repeat with values and role conflict emphasis rather than the bureaucracy.		SRSS Inquiries in Sociology: Instructors Guide pp 175-176 "Intergroup Attitudes Questionaire" Urick, Alienation pp 4-5 "Thirty-Eight Witnesses" pp 4-6 SRSS Inquiries in Sociology "Role Conflict" pp 43-47 "The Sociology of Parent-Youth Conflict" pp 57-67 "Relating Two Theories of Rebellion" pp 79-81 "Culture and Culture Conflict" p 97 "An Overview of Social Change" pp 230-231 "The Value-Conflict Approach to Issues and Social Problems" Values and Institutions: An Exercise in Reflective Thinking, by Sweitzer and Fraser SRSS Inquiries in Sociology "Once Over Lightly" p 31 Handout: "The Oversocialized Conception of Man in Modern Sociology: Dennis Wrong" (in American Sociological Review, Vol. XXVI, April, 1961, pp 183-193)		

Mod: American Society Focal Concept: Socialized Behavior Concept: Social Persuasion (4)

Explainers	Activities ~~Materials~~	Skills	~~Activities~~ Materials	Dist.	Time
Communication Processes			Diagram and Chart Structured Form Berelson and Steiner, "The Mass Media of Communication" pp 116-120 SRSS Inquiries in Sociology: Instructor's Guide p 349 "A Matter of Perspective" exercise Selected article reprints		
Propaganda			Read: Propaganda, Polls and Public Opinion by Mitchell 1. Introduction, p 1-4 2. Development of Propaganda pp 6-12 3. What is Propaganda? pp 13-38 7. Understanding Propaganda p 108-115 Selected article reprints		
Public Relations			The Consumer, by Leinwand, "Caveat Emptor" p 71-78 Selected article reprints		
Information Control			Mitchell on Chapter 6 "Does the Government Have the Right to Lie?" Selected article reprints		
Advertising			Mitchell, Chapter 4, "Advertising: Buying Soap or a Candidate." The Consumer, by Leinwand, ed. "Does Advertising Help or Hinder the Consumer?" pp 51-58 "Batman: Substitute for Price Competition" pp 163-168 Law and the Consumer, Justice in Urban America series pp 13-25 SRSS Inquiries in Sociology: Instructors Guide pp 44-45 "Word Connotation" exercise Selected Article reprints		

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NOTES TO THE INSTRUCTOR

I.M.: Introduction to Government

Classification: Required government course.
Time Allocation: six weeks

This six week required course preceeds the six week elective portion of the twelve week government area instructional modules. The two portions tied together - six weeks of basic government, Introduction followed by one of four possible course choices for the second six weeks - forms the twelve week government course. One of these two part sequences of the four available must be selected, and successfully taken by all students to meet the U.S. Government course graduation requirement.

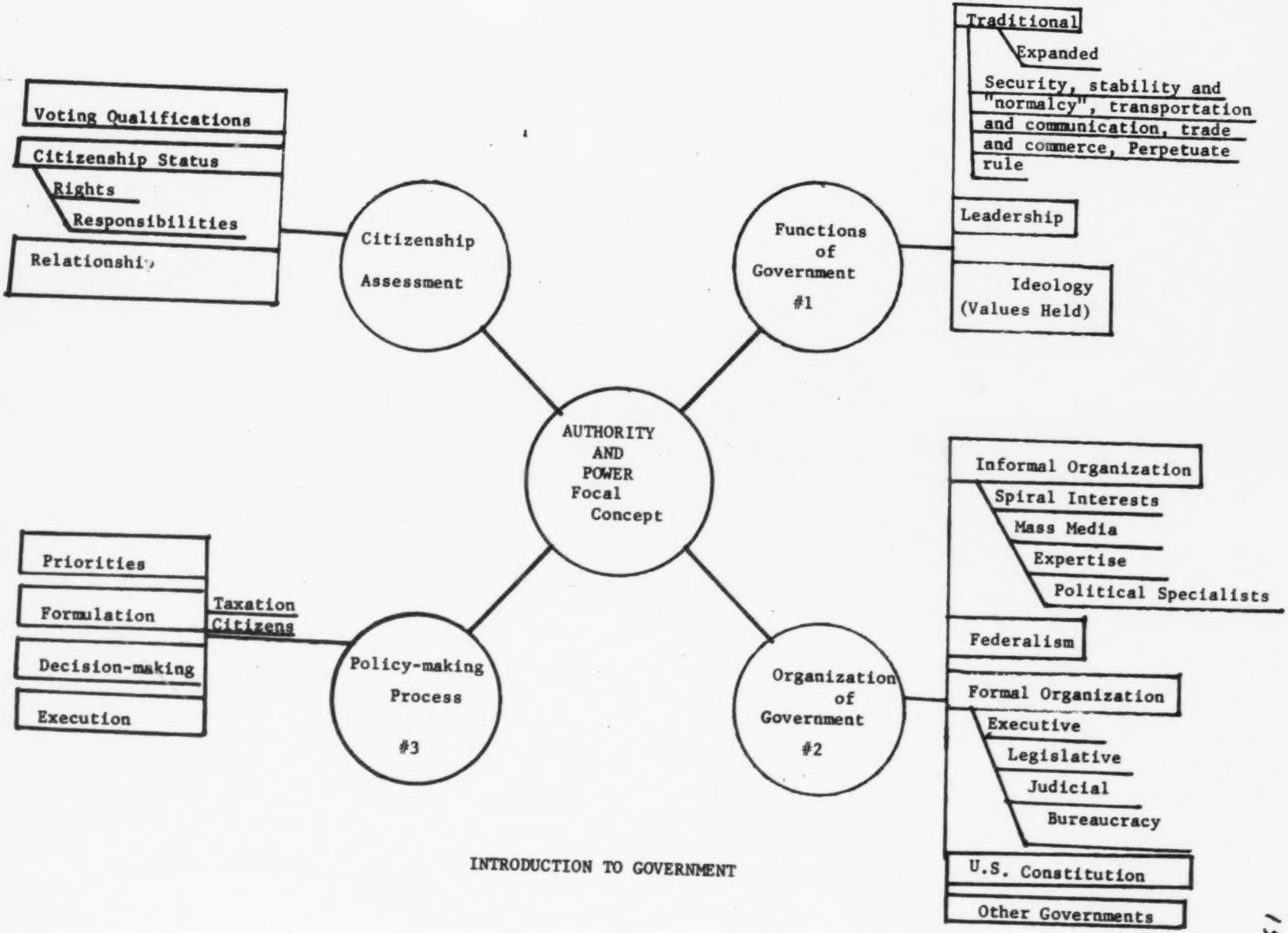
Focal Concept: Authority and Power
- Concept 1. Functions of Government
- Concept 2. Organization of Government
- Concept 3. Policy-Making Process
- Concept 4. Citizenship Assessment

On teaching this instruction module:
This is a module dealing with the basic purpose, organization and operation of Government, focusing upon the U.S. Federal Gov't. Consideration is given to Iowa and local government concerns.

While the I.M. can be taught as is, the instructor is urged to create additional student activities to help him and the students focus on the particular aspect of our government being examined. Contemporary developments should obviously be integrated into this I.M.

The hypothetical Umiat study is used as a constant reference point, and as an entry or exit point to study aspects of governments in the U.S. This I.M. is intended as the fundamental government study in a students high school social studies experience. It is followed by an elected six week government area specialty study.

A Note on student sources:
1. The book basic to presenting this I.M. is American Political Behavior, Vol. II, by Mehlinger/Patrids. Ginn, 1972.
2. Other books are used, the materials situation of the Teaching Guide in this I.M. lists them.
3. Numerous reprinted articles are deemed necessary for this I.M. readings other than the ones recommended, if appropriate, could be substituted.
4. Numerous film strips should be utilized to expose basic information. The materials selection of the Teaching Guide suggests many.
5. Reference could be made to the two Teaching Guides "Priorities", 1971; and "Government Organization and Change", 1969, available from the District Social Studies Consultant's office.


AUTHORITY
AND
POWER
Focal
Concept
Functions
of
Government
#1
Traditional
Expanded
Security, stability and "normalcy", transportation and communication, trade and commerce, Perpetuate rule
Leadership
Ideology
(Values Held)
Organization
of
Government
#2
Informal Organization
Spiral Interests
Mass Media
Expertise
Political Specialists
Federalism
Formal Organization
Executive
Legislative
Judicial
Bureaucracy
U.S. Constitution
Other Governments
Policy-making
Process
#3
Taxation
Citizens
Priorities
Formulation
Decision-making
Execution
Citizenship
Assessment
Voting Qualifications
Citizenship Status
Rights
Responsibilities
Relationship

INTRODUCTION TO GOVERNMENT

Mod: Intro. to Gov't. Key Concept: Authority and Power Concept: 1. Functions of Gov't.

Explainers	Materials	Skills	Activities	Dist.	Days
Traditional	APB, Ch. 12-A	I. A	Act. 1 A. List on board student responses to question, "What does a gov't do?"	class	1
	Handout: Political Process Model, 6 Components of a political system.	II. A & B	B. Classify and refine the list.		
		II. C	C. Develop a hypothesis regarding traditional aspects of gov't.	indv.	
	Record "Tradition" from Fiddler on the Roof	III. B-1, 2	D. Listen to the recording and decide if it is valid to ideas concerning gov't.	pairs	
	ISU-Ext. Service "Goals for Gov't" VII-PA 12, Dec. 1970 "Functions of Local Gov't" PA 23, July 1971	III & IV	Act. 2 After reading material develop a conclusion concerning traditional functions of gov't.	indv. to pairs	1
Services	ISU-Ext. Service "Program ACT. Included in Gov't. Functions, VII-Pa 2 Dec. 1970 APB, Overhead Transp. T-28 & T-29 (Federally owned land)	I. A	Act. 3 Identifying "services or things" gov'ts. provide their citizens today.	class	½
Leadership	Wright-Political Leadership in America		Act. 4		
	CPS Ch. 1	III. C	Compare qualities of U.S. and U.S.S.R. leaders.	pairs	1
	APB overhead transp. t-42 (leaders) APB Ch. 13 (chart on p 41)	I, II III, IV	Act. 5 Sample inquiry lesson on leader types.	indv.	1

Mod: Intro. to Gov't. Key Concept: Authority and Power Concept: 1. Functions of Gov't.

Explainers	Materials	Skills	Activities	Dist.	Days
	"The Attributes of American Political Leaders Stating the Issue" Teacher example of Inquiry sheet				
	APB worksheet #14	III. B-1	Act. 6 APB worksheet #14 can be a homework assignment.	indv.	
Ideology (values)	CPS Ch. 13 PP 28-29 "Functions of Gov't." worksheet	III. B value classifications	Act. 7 Given a hypothesis concerning gov't. ideology answer the following: 1) People in the U.S. have qualities that show they are ________. 2) People in the U.S. believe that the main task of gov't. is to ________. 3) People in the U.S. believe that gov't should not ________. 4) Basic ideas the U.S. supports and stands for are ________. 5) As a U.S. Citizen, what do you feel are the most important ideals that your nation represents?	indv.	½
	Umiat scenario Map of Alaska other data	Application	Act. 8 Umiat situation, part 1 Given a map, scenario, and other data, give 3-5 responses in answer to the questions: 1) What must this gov't do? 2) What goals will this gov't pursue? 3) What are some major problems this gov't is sure to encounter as it tries to reach its goals? (Map questions-Where is Umiat? What does this tell you about Umiat?)	groups of five	2
		IV	Act. 9 Write a paragraph comparing Umiat to what has been said about the U.S. gov't. (The Gov't requirements situation?")	indv.	

Mod: Intro. to Gov't. Focal Concept: Authority and Power Concept: 2. Organization of Gov't.

Explainers	Materials	Skills	Activities	Dist.	Days
Formal Organizations	Umiat materials previously used.	I., II.	Act. 1 Umiat situation - part 2A: How is the gov't going to be organized? A) Within the group identify one person for each of the following roles: executive, legislation, judicial, and one at large. B) Each group develops a model. A spokesman for the group will explain that goup's model to the rest of the class. Discussion and change of the goup's model only if they want to.	groups of five (same as in situation 1)	1
(President) (Congress)	APB, Ch. 12; B, D APB, Ch. 13, A,C,D,E Film: "President at Work" (5-8091A, University of Iowa) APB, Ch. 14; B,C,D Film: "Congressman at Work" (48035, University of Iowa) LWV. Congress: Architects of Compromise, Agents of Change LWV. Congress Verses Rights and Majority Rule CPS: Overhead pack Film: "Days of Decision" University of Iowa	III. A	Act. 2 Instructor presents various gov't. organizational charts, structures, and levels.	class	4 days equivalent, 3 other 7 maximum.
(Judicial) (Bureaucracy)	Iowa State gov't. Varities of local gov't. APB, Ch. 15, B,C APB, Ch. 16, B,C,F; Worksheet 24; Overhead T-40	III. B	Act. 3 APB Worksheet #24 can be a homework assignment Student goups can change this model if they wish.	groups	

Mod: Intro. to Gov't. Focal Concept: Authority and Power Concept: 2. Organization of Gov't.

Explainers	Materials	Skills	Activities	Dist.	Days
	Filmstrips: U.S. Gov't. in Action (6 strips) - 16 minutes each "The Federal Lawmaking Process" 16 minutes "State Gov't. in Action" - 24 minutes. "Portrait of a Freshman Congressman"				
Federalism	Schulty - CPS Ch. 3, (33-34)	II.	Act. 4 Charts and distributed reprints and articles on "Carter Lake Dispute." Single reading.	indv.	½
Informal Organizations	APB pages 237-241 APB, Ch. 17, A, B, D (Political Specialists) APB, Ch. 18, A, B, C (Interest Groups) APB, Ch. 19, A, B,C, (Mass Media) APB, Ch. 20, A, B, C (Expert) APB, Ch. 21, A, D (Party Leaders)	II. A	Act. 5 A) Read. "A Tightly Knit Organization" for an idea the influence of unofficial (informal interest groups. B) Attempt to answer the questions: Why do informal groups exist? How do informal organizations operate?	indv. pairs	1
	Handout: "Shoe Contracts Scenario"	Application	Act. 6 Role playing situation Military contract concerning shoes	groups	1

Mod: Intro. to Gov't. Focal Concept: Authority and Power Concept: Organizations of Gov't.

Explainers	Materials	Skills	Activities	Dist.	Days
	Student articles	III. A-2	Act. 7 Article assignment: 1) Bring to class 1 to 4 articles from a newspaper relating to informal interest organizations. Answer questions: What resources does the group have? Does the group appear to be influencing? What customs and rules influence the groups activites? How was the group treated by the media?	indv.	
		III. B	2) List on the board various interest groups. Categorize them. 3) Introduce the null hypothesis, "Informal organizations do not have a significant influence in formulating political decisions."	class	½
		III. C	4) Like article holders get together (categories from above) to analyze their evidence.	group	
		IV.	5) A group spokesman will present to the class what the group consensus or discensus was.		
			6) Attempt class consensus concerning the hypothesis.	class	
	APB pages 241-251	III. C	Act. 8 Present other information on Informal Organizations Include such things as coatroom politics. Read APB pages 241-251 "The Squeaky Wheel" and "The Activists".	class indv.	1
	Umiat materials previously used.	application	Act. 9 Umiat situation, part 2 B (Executive, legislative, judicial, bureaucracy, and loose=special interest) 1) Use same roles as were taken previously. 2) What informal organizations are there present? (especially oil interests, pipe line company, fur trade company, publishers, politician, rail interests.	groups	1

Mod: Intro. to Gov't. Focal Concept: Authority and Power Concept: Organization of Gov't.

Explainers	Materials	Skills	Activities	Dist.	Days
			3) Have total class (with roles unknown) form a gov't. ready to move into Policy Making (concept 3).	class	1

Mod: Intro. to Gov't. Focal Concept: Authority and Power Concept: 3. Policy-Making

Explainers	Materials	Skills	Activities	Dist.	Days
Decision-Making, Priorities, and Formulating	APB, Worksheet 16 (2 sheets)	III. B	Act. 1 APB worksheet #16 can be a homework assignment	indv.	
	Umiat materials previously used.	Application	Act. 2 Umiat situation - part 3 (full simulation this time) 1) Students list (by group) the 3 most critical and immediate needs of Umiat.	indv.	3
			2) Now it needs to be determined how those needs will be met. (fiscal policy of raising and spending money) a) Working with levels of gov't? b) Are these means to an end consistent with the U.S. Constitution? c) Are these designed "for the public good" or ethnocentrically based?	group	
		(Values classification)	d) How are the policies your group developed consistent with your beliefs?	indv.	
			3) A referendum will be held based on a "public opinion poll" to determine what the three Umiat priorities will be. (Have some "public opinion" speakers pushing for specifics.)	class	
			4) Hearings (specific groups of executive, legislature, judicial, bureaucracy, and loose) a) Legislative people (one from @ group) will debate the "priorities" in an open hearing to determine the priority of the priorities. b) Each group (executive, judicial, bureaucracy) will have one person who may speak for that group to the legislative group. The group of special interest people may allow any one of the group to speak for their specific special interest.	group	

Mod: Intro. to Gov't. Focal Concept: Authority and Power Concept: Policy-Making

Explainers	Materials	Skills	Activities	Dist.	Days
			C) For each of the priorities the legislative group will: 1) Decide what to do, how to do it, and how to finance it. 2) Write it up as a bill. 3) Vote on it in legislature. D) Executive spokesman will make a speech on the bills and sign or not sign them. E) Judicial spokesman will give an advisory opinion. F) Bureaucracy spokesman will function as concerned citizens. G) Informal Organization group will final public lobbying. H) A referendum will be called on the legislative action taken.		
		evaluation	Act. 3 Debriefing of Umiat: 1) How were decisions made? 2) How important were outside interest groups in influencing gov't. decision making? 3) How close to what actually takes place in the U.S. gov't. did the simulated activity come?		1
	Political Process Model	III. B	Act. 4 Using the "Political Process Model" answer the question, "What is institutionization?"	pairs	½
	13: F (President) pp 59-69 14: E (Congress) pp 103-127 14: F, 14: G 15: F (Judicial) pp 159-165 16: D (Bureaucracy) pp 191-220	I, II, III, IV	Act. 5 Policy-making case study: Presidnt as a decision-maker	class	3

Mod: Intro. to Gov't. Focal Concept: Authority and Power Concept: Policy-Making

Explainers	Materials	Skills	Activities	Dist.	Days
	21: E (Party Leaders) pp 302-303 Film: "The President at Work" University of Iowa #58091A, 31 minutes F.S. "The Law Making Process"				
		Application	Act. 6 Decision-making exercise in class. Use the four steps of inquiry. A spokesman will tell how the decision was reached (the process) and defend it.	groups	
Priorities	Pie chart: Federal Budget abbreviated F.S. "Your Tax Dollar"	I	Act. 7 Present a priority determination relating to the U.S. Budget. List on the board: (groups will decide priorities by these factors) Problems (Concerns) ____________ Needs ____________ Political acceptability ____________	groups	1
	ISU Extension Service "Public Service Priorities" PA 22D, July 1971, "Financing Gov't." VII PA 4, Revised May 1971	II, III, IV	Act. 8 Class will adopt a basic budget and national priorities guide recommendation.	class	

Mod: Intro. to Gov't. Focal Concept: Authority and Power Concept: 3. Policy-making

Explainers	Materials	Skills	Activities	Dist.	Days
		Applica-tion	Act. 9 Influencing the official gov't. decision-making process. Case study: Collins Radio Company and U.S. Federal Budget. 1) How to make it happen. 2) What really can the gov't. do in dealing with identified national problems? Welfare solutions?	pairs	1
		evalua-tion	Act. 10 Review: A) A process is involved: 1) How priorities are formulated. 2) How decisions are executed and thus policy developed. B) What does the response to the above say about the operation of the U.S. federal gov't. today?	class	1
		Values Clarifi-cation	Act. 11 C) What is your reaction to the operation of the U.S. gov't. policy-making today? Why?	indv.	
			Act. 12 Offer and support your ideas concerning the way the U.S. gov't. operates in relation to: A) Basic (traditional) ideas that the U.S. gov't. seems to stand for. B) The organizational effectiveness of the U.S. gov't. C) The policy-making effectiveness of the U.S. gov't. D) A rating as to the performance of the U.S. national gov't., i.e.; 1-5. Best to worst grades terms	indv.	

Mod: Intro. to Gov't. Focal Concept: Authority and Power Concept: 4. Citizenship

Explainers	Materials	Skills	Activities	Dist.	Days
		I. A	Act. 1 A) List on the board student responses to the question, "What is a good citizen?"	class	1
		II. A and B	B) Classify and refine the list.		
		Values Analysis	Act. 2 Answer the questions: 1) Why do a number of people perform or behave in ways that is often felt not to be characteristic of a "good citizen." 2) How might we realistically overcome this gap between the "good" and the "bad" citizen?	pairs	
		Values Clarification	Act. 3 What standards should be established to determine to what degree a person is a good citizen?	indv.	
Voting Qualifications		III	Act. 4 What are the legal qualifications for voting?	groups	1
Citizenship Status		III	Act. 5 A) What are the legal qualifications for citizenship status? B) What are a citizen's legal rights? C) What are a citizen's responsibilities and and obligations?	groups	
		IV	Act. 6 What are the relationships between what the U.S. gov't requires of citizens and the basic functions of gov't.		
		Values Clarification	Act. 7 A) What do you think you can realistically demand from your gov't.? B) What do you think the gov't. should demand from its citizens?	indv.	

Mod: Intro. to Gov't. Focal Concept: Authority and Power

Explainers	Materials	Skills	Activities	Dist.	Days
		Values Clarification	Final Act. Reaction and Explanation - 1) What do you find most pleasing in terms of ideas that the U.S. gov't. stands for that is actually evident in actions and deeds? 2) What do you find most satisfying about the operation of the U.S. gov't.? 3) What do you find most confusing about the way the U.S. gov't. operates? 4) a) What do you object to concerning the functions of the U.S. gov't.? b) What do you object to concerning the policy-making of the U.S. gov't.? c) What do you object to concerning the citizenship factors of the U.S. gov't.? 5) Offer suggestions to help cure the problems (objections) you stated in #4 above.	groups	1

KENNEDY SOCIAL STUDIES PROGRAM

A PROCESS OF INQUIRING

The Four Steps:* Problem - Hypothesis - Test - Conclude

- I. Defining A Purpose
  Problem
  - A. Becoming Aware of a Problem
  - B. Making the Problem Meaningful
  - C. Making the Problem Manageable
- II. Developing a Tentative Answer
  Hypothesis
  - A. Examining and Classifying Available Data
  - B. Drawing Inferences
  - C. Stating A Hypothesis
- III. Testing the Tentative Answer
  Test
  - A. Assembling Evidence
    1. Identifying Needed Evidence
    2. Collecting Evidence
    3. Evaluating Evidence
  - B. Arranging Evidence
    1. Translating
    2. Interpreting
    3. Classifying
  - C. Analyzing Evidence
    1. Seeking Relationships
    2. Noting Similarities and Differences
    3. Identifying trends, Sequences, and Regularities
- IV. Developing A Conclusion
  Conclude

* Remember the four basic steps: Problem - Hypothesis - Test - Conclude.

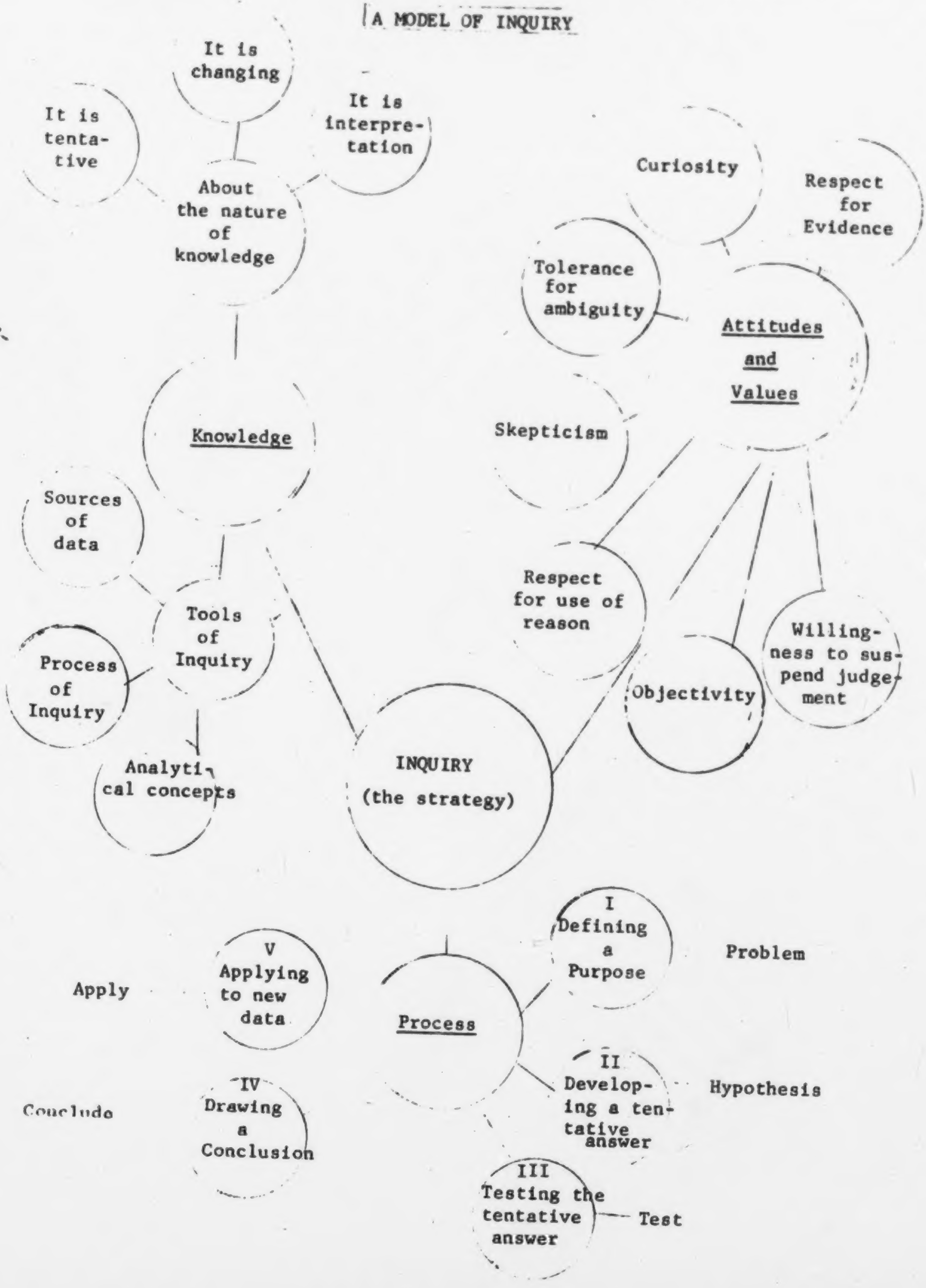
1. Problem
2. Your Hypothesis
3. Test Your Hypothesis
4. Develop a Conclusion

This basic "Process of Inquiring" will be used in nearly all social studies Instructional Modules at Kennedy. You will be asked and expected to frequently refer to this "Inquiry Process", to understand it, know how to apply it, and to use it.

Barry K. Beyer. Inquiry in the Social Studies Classroom, A Strategy for Teaching. Columbus: Charles E. Merrill Publishing Co., 1971.

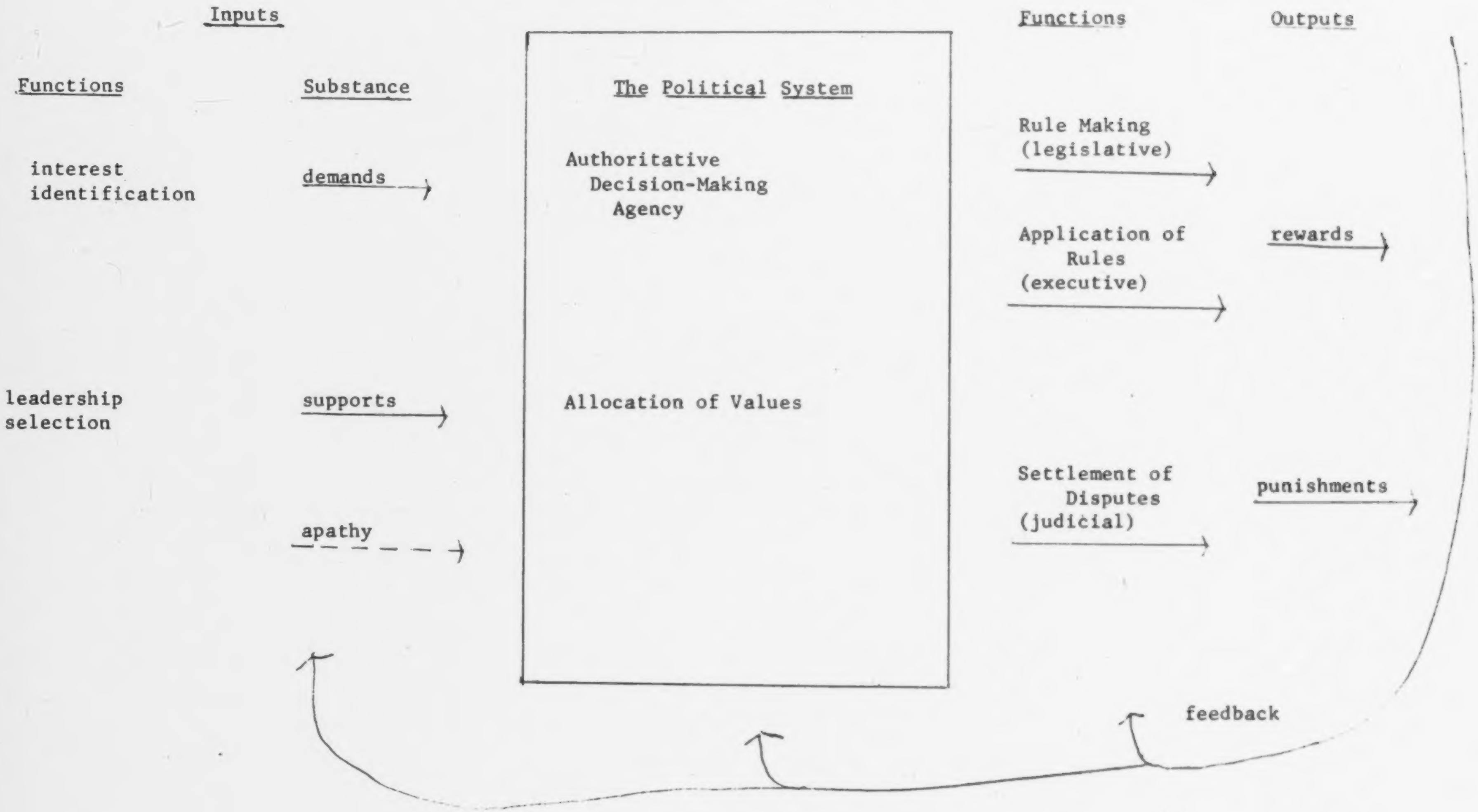
Kennedy Social Studies Program,
Educational Experiences through the use of Inquiry Methods.

A MODEL OF INQUIRY


It is changing
It is tentative
It is interpretation
About the nature of knowledge
Knowledge
Sources of data
Tools of Inquiry
Process of Inquiry
Analytical concepts
INQUIRY (the strategy)
Curiosity
Respect for Evidence
Tolerance for ambiguity
Attitudes and Values
Skepticism
Respect for use of reason
Objectivity
Willingness to suspend judgement
Process
I Defining a Purpose
Problem
II Developing a tentative answer
Hypothesis
III Testing the tentative answer
Test
IV Drawing a Conclusion
Conclude
V Applying to new data
Apply

Mod : Introduction to Government
Focal Concept : Authority and Power
Concept : Functions of Government
Explainer : Traditional
Activity : 1-A,B,C

POLITICAL PROCESS MODEL


Inputs
Functions
Substance
interest identification
demands
leadership selection
supports
apathy
The Political System
Authoritative Decision-Making Agency
Allocation of Values
Functions
Outputs
Rule Making (legislative)
Application of Rules (executive)
rewards
Settlement of Disputes (judicial)
punishments
feedback

UNITED STATES

Alaska
Washington
Montana
North Dakota
Minne-sota
Wiscon-sin
Michi-gan
New Hampshire
Vermont
Maine
Massachusetts
Rhode Island
Connecticut
New York
New Jersey
Pennsyl-vania
Delaware
Maryland
Oregon
Idaho
Wyoming
South Dakota
Nebraska
Iowa
Illinois
Ind-iana
Ohio
West Virginia
Virginia
California
Nevada
Utah
Colorado
Kansas
Missouri
Kentucky
North Carolina
Tennessee
South Carolina
Arizona
New Mexico
Oklahoma
Arkansas
Mississippi
Alabama
Georgia
Texas
Louisiana
Florida
Hawaii

Mod: Intro. to Gov't. Concept: Functions of Gov't.
Focal Concept: Authority and Power Activity: 1-A

KSSP

THE SIX COMPONENTS OF THE GOVERNING PROCESS

1. The Governed - Often times referred to as "the people", the governed are all of us who do not hold any elective or appointive public offices. The governed participate in the political process in varying degrees from voting to actively campaigning for a candidate or running for office. By these activities the governed give support to and make demands of the political system.

2. Authoritative Officials Who Govern - These are the men and women who hold public offices and have authority to make decisions in administering the functions of their offices.

3. The Political Process - This is the process by which the authoritative officials who govern are selected and elevated to public offices.

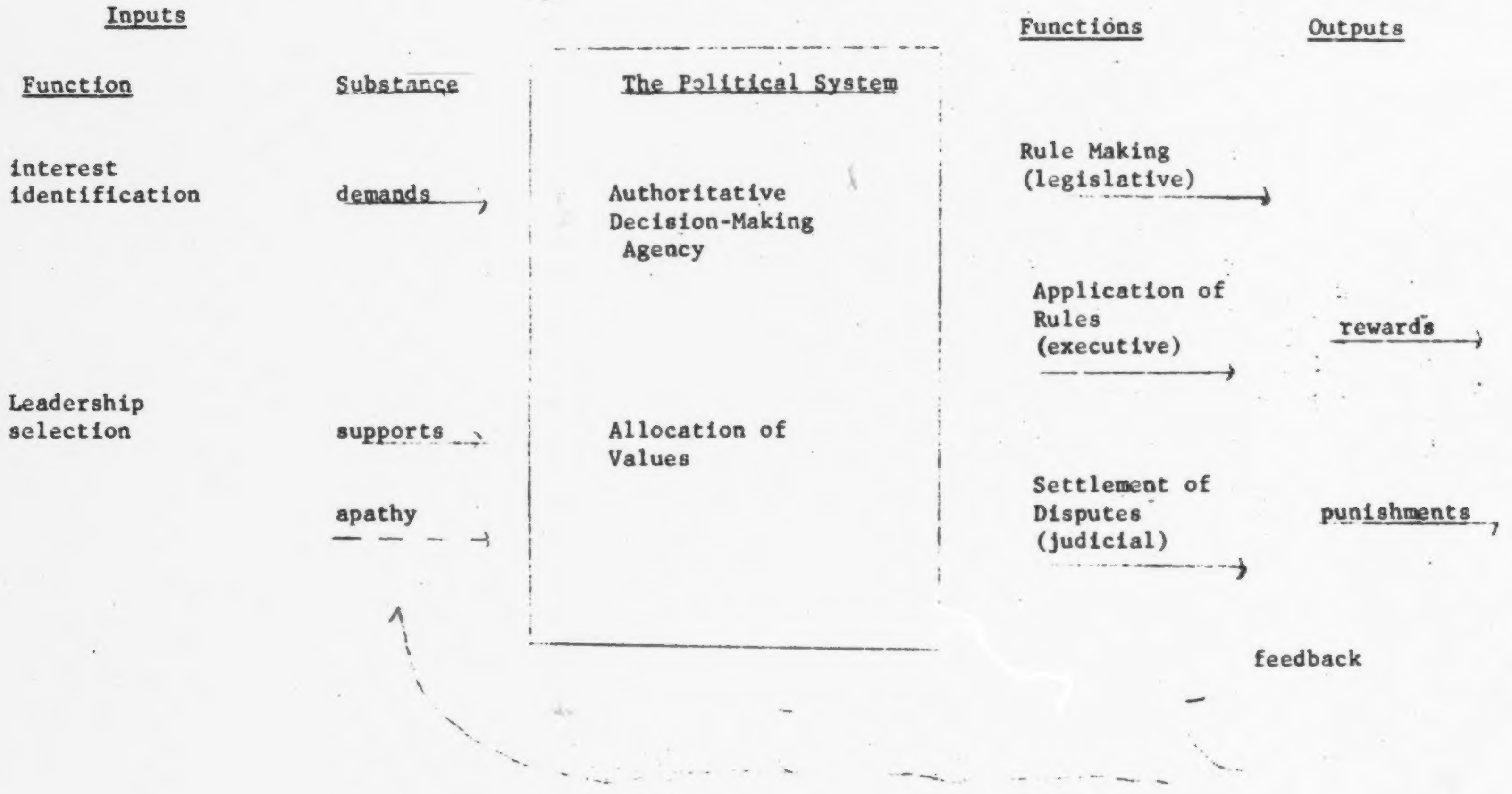
4. The Structure of Government - This is the formal organizations of government, the institutions, through which the political process is carried out. The structure defines the legal limits and customs in which the governed and authoritative officials act out their roles.

5. Policy-Making - There are three basic functions in policy-making: 1) rule making, 2) application of rules, and 3) settlement of dispute. These functions are carried through the political process and structure of government.

6. Laws, Rules, and Regulations - These are the policies defined by the authoritative officials. These policies have the weight fo authority and elicits compliance from both the governed and authoritative officials.

Introduction to Government

POLITICAL PROCESS MODEL


Inputs
Function
Substance
interest identification
demands
Leadership selection
supports
apathy
The Political System
Authoritative Decision-Making Agency
Allocation of Values
Functions
Outputs
Rule Making (legislative)
Application of Rules (executive)
Settlement of Disputes (judicial)
rewards
punishments
feedback

Introduction to Government

Concept 1
(Leader type)

Teacher Example of Using Inquiry.

1. What qualifications does it take to become the president of the U.S.?
   Problem -
2. Tentative answer to the problem.
   Qualities or Characteristics

   Geographic consideration
   Sex - male
   Education - probably Law
   Good-Looking
   Charismatic personality or traits
   Racial background - probably white
   Age 35 - 60 years
   Personal activities, organizations, philanthropies
   Some previous public eye "success"
   Attractive or interesting family
   Religion
   Wealth

   Other students search for data, examples of references.

   State your tentative answer.

3. Test or verify your answer. Question it.

4. Now, develop a conclusion.
   "Therefore, I can now see that to become president of the U.S. one must"

5. Application.
   a. Comparing older "requirements" with newer "requirements" for becoming president of the U.S.
   b. Select the Democratic candidate of 1972 convention who most likely fits this role today.
   c. Look at the list of "Ten Most Admired Men". Investigate this, comment. (page 33 APB) Volume II.

The instructor should walk through Inquiry situation.

APB II; pp. 41 for chart, 33 for listing.

Kennedy Social Studies Program

Introduction to Government - Functions of Government

Name________________________________ Date __________ Class ____________

Basic Beliefs Held by the American People

Given this statement - "The United States Government does have a set of basic beliefs and its ideology - which is formed by the values held and practices by the majority of its citizens." Respond with your explained reasons to the following questions about the central Government.

1. People in the U.S. have qualities or characteristics that show they are:

2. People in the U.S. believe that the main essential task of government is to:

3. People in the U.S. believe that the government should not:

4. Basic ideas that the U.S. Government supports and stands for are:

5. As a U.S. citizen, what do you believe are the three most important ideas that your nation represents?

a.________________________________
b.________________________________
c.________________________________
d. Any others?__________________________

Kennedy Social Studies Program, Introduction to Government

THE UMIAT SCENARIO

Four hundred and five miles northeast of Fairbanks lies the tiny lumbering and big game outfitting settlement of Umiat, Alaska, where in the heart of winter, the temperature often falls to 65 degrees below zero. The decline of the lumbering industry in the region has left Umiat a virtual ghost town. Two small companies that specialize in outfitting and guiding big game hunters from all over the world employ twenty-five of the town's residents. A few others work for the one remaining, and almost defunct, lumbering concern. The rest either work at the small hotel, the general store, or the saloon. One man owns a small airplane and offers a flying service.

No railroads or highways connect Umiat with the rest of the world. Several boats operate on the Yukon River but the river is frozen over one half of the year. During that time the airplane is the only transportation in or out of Umiat.

There is no school in Umiat but the students are tuitioned to the modern schools in Fairbanks. They are away from their families eight months of the year. The population of Umiat varies from 60 to 90 people depending upon the season. The area in Alaska north of the Arctic Circle where Umiat is located is truly America's las frontier.

Changes are in store, however. A great oil strike has been made near Umiat and the growth potential of the region is tremendous. The Humble and the Atlantic - Richfield Oil and Refining Companies lease part of the area where oil has been discovered and other companies are bidding for territory. The building of pipelines and railroads are sure to be questions that will arise.

An indefinate, but large (about 2000 per month), increase in the population of the region is expected. Great prosperity looms on the horizon; so do some potential problems. The tiny settlement has really had no local government. Umiat residents have learned that in three months a state government bureaucrat will arrive by plane from Juneau to set up a government structure that will provide the services that the new residents will demand and deal with the new problems that will develop. The few residents, many of them rather rugged individualists have shifted for themselves and no real problems have arisen. Many of the inhabitants resent the proposed interference from Juneau, the state capitol.

A meeting has been called and all Umiat residents are present. No real leadership has emerged. The general discussion that opened the meeting brought out several suggestions and questions that have been assigned to groups for consideration. The Umiat residents want to complete their preliminary planning before the bureaucrat arrives and so have set up a schedule that they intend to follow in organizing a government. Their schedule follows:

First Month - General discussion concerning what they feel are the functions of a government. Questions they feel need to be answered here are:

Population
90

1) What must this government do?
2) What goals will this government pursue?
3) What are some major problems this government is sure to encounter as it tries to reach its goals.

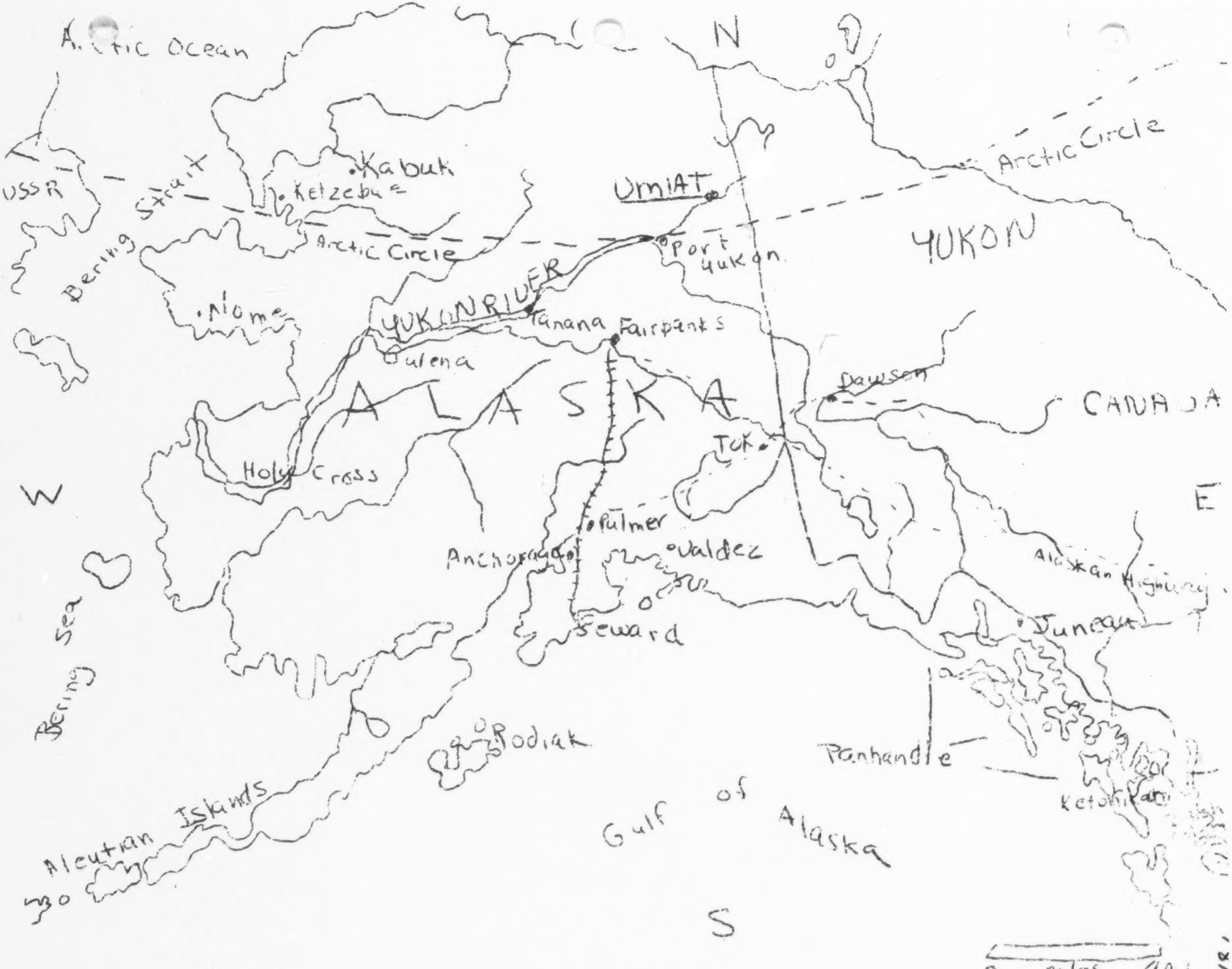
Second Month - "Part A" concerns how their government will be organized. That is, what formal organizations will be affecting the townspeople. At this meeting they decided to assume various roles to better understand them. "Part B" concerns the informal organizations which have an affect on the formal organizations.

Population
1090

Third Month - The townspeople will determine what the critical needs or Priorities of Umiat are and will actually have engaged in Policy-Making. That is, they will have decided what their Priorities are and additionally Formulated a policy through a Decision-Making process as to how those needs can be met.

Population
2090

Thus, before the state government bureaucrat arrives the people of Umiat hope to have a document explicitly stating exactly what they feel to be the functions of government, what Umiat's needs are, and how the identified needs can be satisfied. They hope that by doing this they will not have a government structure forced upon them.


A.ctic Ocean
N
USSR
Bering Strait
Kabuk
Ketzebue
Arctic Circle
Arctic Circle
UMIAT
Port Yukon
YUKON
Nome
YUKON RIVER
Tanana
Fairbanks
Gulena
ALASKA
Dawson
CANADA
Tok
Holy Cross
W
E
Palmer
Valdez
Anchorage
Alaskan Highway
Juneau
Seward
Bering Sea
Kodiak
Panhandle
Ketchikan
Aleutian Islands
Gulf of Alaska
S
0 miles 400

182

National Observer
August 12, 1968

"THE DRILLER'S MASK FROZE TO HIS FACE"

Huge Oil Strike on Alaska's "North Slope" Sets Off A Texas-Sized Boom

ANCHORAGE
Alaska's folk heroes have always been red-blooded men, tough guys with hearts of gold and muscles of steel who could get the job done: prospectors, dog mushers, bush pilots. Now there's a new folk hero, and he may be the most important of all: the oil-field roughneck.

Alaska is, in a word, agog. Oil, oil, and oil is almost all anyone here is talking about, in the supermarkets, the hotel lobbies, bars, even at church.

The strike, near Prudhoe Bay on the remote and frozen terrain of the northern-most part of the northernmost state, is believed by many oil men to herald the discovery of an underground lake of oil 37 miles long and up to 15 miles wide.

Robert O. Anderson, chairman of the Atlantic-Richfield Oil Co., the lucky drillers, calls it "one of the largest petroleum accumulations known to the world today."

A Scramble for Superlatives

When Alaskans talk of the strike and speculate on what it will mean to the state, there is a scramble for the most glittering superlative and the most extravagant adjective. Even so, none seems quite big enough to fit.

Mayor George Sullivan of Anchorage sees his city becoming another Tulsa or a Houston. "The North Slope strike gives Anchorage the greatest challenge of any city in North America," he says.

Alaska Gov. Walter J. Hickel got bemused smiles a year ago when he called the North Slope region "Number One Wall Street in Alaska." Today he basks in unanimous praise for his foresight.

Some see the North Slope strike in somewhat less cosmic terms. Asked one Anchorage resident, hopefully: "Should Alaskans permit all this oil to be pumped from state leases, and continue to pay 46 to 50 cents a gallon for automobile gasoline?"

The strike on the North Slope is actually two wells, one about seven miles from the other. In a test, they flowed at a rate of 1,110 to 2,415 barrels daily. Both have what oil men call a "healthy oil-gas ratio."

The day the first well cam in was a day of sweet vindication for the oil men, who together spent more than a billion dollars in Alaskan oil exploration in 1967. It was sweetest of all for Atlantic-Richfield and Humble Oil & Refining Co., who were joined in the North Slope venture.

Tight security ans sealed lips have added a mysterious dimension to the actual size of the strike; so far, no visitors have been allowed to land at the 2,400-foot landing strip near the wells. When the second well came in on July 18, every Alaskan newspaper got the word--by telegram from Houston, with a Philadelphia dateline. All questions addressed to the North Slope drillers are routinely referred to the Atlantic-Richfield office in Philadelphia or to Humble in Houston.

State-Owned Land

The North Slope strike was made in a block of leases covering 90,000 acres, which Richfield and Humble won with bids of $93.78 an acre. The land is owned by the State of Alasks. That was in 1965. Atlantic got in on the strike via a merger with Richfield.

The new field is merely a fraction of the millions of acres still untested on the North Slope. Most drillers familiar with the area are fired with rabid optimism; they have already forgotten the 13 dry holes, sunk at a cost of nearly $100,000,000, that preceded the two successful strikes.

But there are occasional skeptics. "My interpretation of what I have heard is open to considerable doubt," says F. G. Marjinie, an area manager for British Petroleum. He isn't at all sure the two wells foretell a discovery of a reserve of 10,000,000 or even 5,000,000 barrels. The known reserves for all of North America are now estimated at 40,000,000 barrels. Nevertheless, British Petroleum is moving equipment even now to drill a well eight miles west of the Atlantic-Richfield discovery well.

The North Slope field is on the Sag River near Prudhoe Bay, 150 miles southeast of Point Barrow and about 390 miles north of Fairbanks, the closest large town. The Arctic North Slope stretches across the top of the north side of the Brooks Range of mountains--hence the name North Slope. These 45,000,000 acres are owned by the state of Alaska.

Other oil companies are right behind Atlantic-Richfield and Humble in getting there. Mobil Oil Co. and Phillips Petroleum Co. will sink a joint well four miles south of Atlantic-Richfield's, on a 93,374 acre lease they own equally. In an addition to this block of leases, Phillips owns oil rights in another 287,000 acres between the mountain range and the Arctic Ocean. This will be developed later.

North Slope country is a harsh and unforgiving land, where the temperature often dips to 50 below in the winter. Yet, so soft is the tundra in the summer that drillers can only work in the dead of the winter when the tundra is frozen. Old Arctic hands wryly describe it as "too thin to walk on, too thick to swim in."

There are only two ways into the Prudhoe Bay area, by air or by sea. Since the 2,400-foot airstrip accomodates only small planes, the heavy equipment must be move by sea. The first of a string of barges with drilling equipment for the Mobil-Phillips well reached Prudhoe Bay on July 30, and a Mobil barge will land the well rig as soon as the first hard freeze tightens the tundra.

A Rough Place to Work

This is no place for the weak or the timid. O. K. Gilbert, who now works in the petroleum branch of the state Division of Mines and Minerals, once worked as an oil-field hand on the North Slope. He told me about how it is when winter takes over.

"One of the drillers' face masks froze right to his face," he recalled, "and there was nothing we could do but let it thaw out." After an hour and a half he was okay.

"The rigs themselves are enclosed and warm. Danger to the crews comes in moving from quarters to the rigs. It was 61 degrees below zero when I was there. At that temperature, all machinery has to be handled with kid gloves. Hit the drill pipe with a hammer and it might shatter. Your're really cut off from the world, and most companies keep an airplane ready at all times for emergency flights."

Another one-time roughneck agrees. Robert Larson visited the North Slope just the other day. Says he: "I was glad to get out of there after five days."

Drill crews on the North Slope usually run to 30 men. The oil companies don't drill the wells, preferring instead to hire independent drilling companies who sink wells on contract. Many are recruited from off-shore oil fields along the steamy Louisiana Gulf Coast. The climate contrast is, to put it mildly, marked. One drilling contractor on the North Slope works his crew for 30 days, then flies them home to Louisiana for 30 days.

Near Top Pay

Pay is good, though the work is hard. Most roughnecks average $1,000 a month, after taxes, and they live in company quarters. Still, the pay on the North Slope isn't quite as good as on the off-shore crews in Cook's Inlet, near Anchorage, where the living conditions are better.

Expensive as labor is, however, it is only one of several major cost categories. One of the big items is diesel fuel to run the rigs. It is delivered to the North Slope at 90 cents to a dollar a gallon.

Map-makers business has been good since the Sag River strike too. Tom Atkinson, manager of Alaska Scouting Service, told me that he had received requests from French, Italian, and Japanese oil companies. "They're running us ragged," he says.

The biggest landowner on the North Slope continues to be the Federal Government, and it is Federal acreage in which most speculators are most interested. Some old leases have lapsed and are now available. Others were never sold.

From January until July 18, when Atlantic-Richfield announced the Sag River strike, the Federal Bureau of Land Management sold 500 leases. In the weeks since then, the Bureau has sold more than 600 leases. These are non-competitive leases, on which no bids are taken. Most of these leases are on plots of 2,560 acres each, at 50 cents an acre plus a $10 filing fee. The 50-cent-an-acre fee must be paid annually to keep the lease in force, and most speculators obviously hope to get lucky and sell to a major oil company.

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So far these leases are on North Slope land that is relatively far w away from the Sag River strike. But next year, says Tom Marshall, supervisor of the petroleum branch of the state Division of Mines and Minerals, state lands "surprisingly close" to the Atlantic-Richfield acreage will be put up for lease. Says Mr. Marshall, with understatement: "It should be an interesting sale."

Many Alaskans, the governor among them, are counting on the Sag River strike to lead to the laying of a railroad or pipeline, or both, into the North Slope. This is an old Alaskan dream.

Such a line would pass through the awesome Anaktuvuk Pass, high in the Brooks Range, beneath peaks reaching 10,000 feet into the frosty Arctic clouds. A railroad would take modern transportation to the Anaktuvuk Eskimos, the state's only inland Eskimos, who emerged from the Stone Age only 25 years ago.

I have marveled at "impossible" engineering feats here before--the White Pass and Yukon Railways, the Alaska Highway, oil pipelines, and drilling platforms in Cook's Inlet, the Alaska Railroad, and the Distant Early Warning (DEW Line) sites all over the Arctic. All came to pass, but I find it hard to imagine construction of a pipeline or railroad across Yukon River, through Anaktuvuk Pass, and finally down the North Slope to the Arctic Ocean.

Still, there's all that oil up there. Who am I to say it can't be done?--ED FORTIER, sughor

Kennedy Social Studies Program

SHOE CONTRACT SCENARIO

The Department of Defense is letting a $5,000,000 contract for the manufacture of one million pairs of military shoes, 20 different sizes, over a two year period. Two shoe manufacturing firms, one located in Boston and the other in Savannah, are submitting bids of almost equal amounts. The roles defined below represent individuals who have special interests in regard to the shoe firms involved and the defense contract. A hearing will be conducted by the Pentagon, in which both shoe firms will argue as to why they should receive the contract.

Special interest persons, the Boston Shoe Firm:

KSSP

Shoe Contract Scenario, Page 2

1. Labor Union Leader: You head the powerful United Shoe Workers Union which represents the assembly-line and skilled laborers who work in the Boston Shoe Firm. Since you want to secure your job by securing and increasing the jobs of the union workers you represent, you strongly support the company's bid for the defense contract. On this matter you are at one with the management; however, you are pushing for higher wages and benefits for your union members and, thus, at this particular time you find yourself in increased conflict with the management. What will you do to achieve your goals?

KSSP

Shoe Contract Scenario, Page 3

2. Shoe Firm Manager: Profits have been falling for the past two years, and you want very much to succeed in securing the defense contract. You are having labor problems since the head of the United Shoemakers Union is becoming more militant in his demands for increased wages and benefits; he is threatening a strike. Such a move will bankrupt the firm. Even if you get the contract, you will still have to lay-off workers to cut costs. What will you do to gain you objectives?

KSSP

Shoe Contract Scenario, Page 4

3. Congressman: This is an election year. You have served two terms as a Representative from Massachusettes and want very much to be re-elected. If you can be instrumental in helping the Boston Shoe Firm gain the defense contract, this will help foster jobs, economic prosperity in your district, and gain for yourself favorable publicity that will possibly influence voters to support you. What will you do to influence the Pentagon to award the contract to the Boston firm?

KSSP

Shoe Contract Scenario, Page 5

4. Newspaper Owner and Publisher: You are in favor of economic prosperity for the Boston area that your newspaper serves which includes the shoe firm. Therefore you favor the defense contract. Editorially you have apposed what you have regarded as the extravagant demands of the head of the United Shoeworkers Union and backed the management. Also you support the re-election of the incumbent Congressman. What steps are you going to take to try to achieve the results you desire?

KSSP

Shoe Contract Scenario, Page 6

5. Shoe Expert: Your thing is shoes. You know all the ins and outs of designing and manufacturing shoes, and you are a recognized authority on judging the quality of shoes. You have been given a gratuity by the Boston Shoe Firm to appear before the Pentagon committee hearing on the defense contract and testify about the excellent quality of craftsmanship, which you honestly believer, of the Boston firm. How will you prepare your presentation at the hearing so as to insure the awarding of the contract to the Boston firm?

6. Political Expert: You are a professional lobbyist in Washington D.C. and you have been retained by the Boston Shoe Firm to influence the awarding of the defense contract to that firm. How will you attempt to influence the decision of the Pentagon to contract with the Boston firm?

KSSP

Shoe Contract Scenario, Page 8

Special interest persons, Savannah Shoe Company:

1. Labor Leader: You are attempting to organize a labor union, which would be affiliated with the United Shoeworkers at the Savannah Shoe Company. So far you, Union, have been unsuccessful, though there is a growing militancy among the workers. By organizing a Union it is your goal to force management to raise wages and give benefits. The defense contract is important since it will secure and create jobs in the shoe firm; however, you believe that the management will profit the most from the contract since they have given strong indication that they will strongly resist unionization and demands for increased wages and benefits. Conceivably, the defense contract will strengthen the influence of the management over the workers you are trying to unionize. What will you do to accomplish your goals?

KSSP

Shoe Contract Scenario, Page 9

2. Shoe Company Manager: You are resisting the attempts to unionize the workers in your company, and you want to succeed in getting the defense contract. The contract will not only benefit your company financially, but also satisfy workers to the point that they will not be persuaded to join a union. What will you do to achieve your goals?

3. Congressman: The Savannah Shoe Company is in your district, and this is an election year. You have had five terms in the House as a Representative from Georgia. Awarding of the defense contract will help bring prosperity to your district and gain for you good publicity. You also own a substantial number of the shares of common stock in the shoe company. What action will you take to insure that the contract will be awarded to the shoe company.

4. Newspaper Owner and Publisher: You are in favor of the defense contract being letted to the Savannah Shoe Company, and strongly opposed to the formation of a labor union at the company since you fear that this will bring in outside agitators and cause civil disorder. Moreover, you are supporting the re-election of the incumbent Congressman. How will you attempt to bring about the results you desire?

KSSP

Shoe Contract Scenario, Page 12

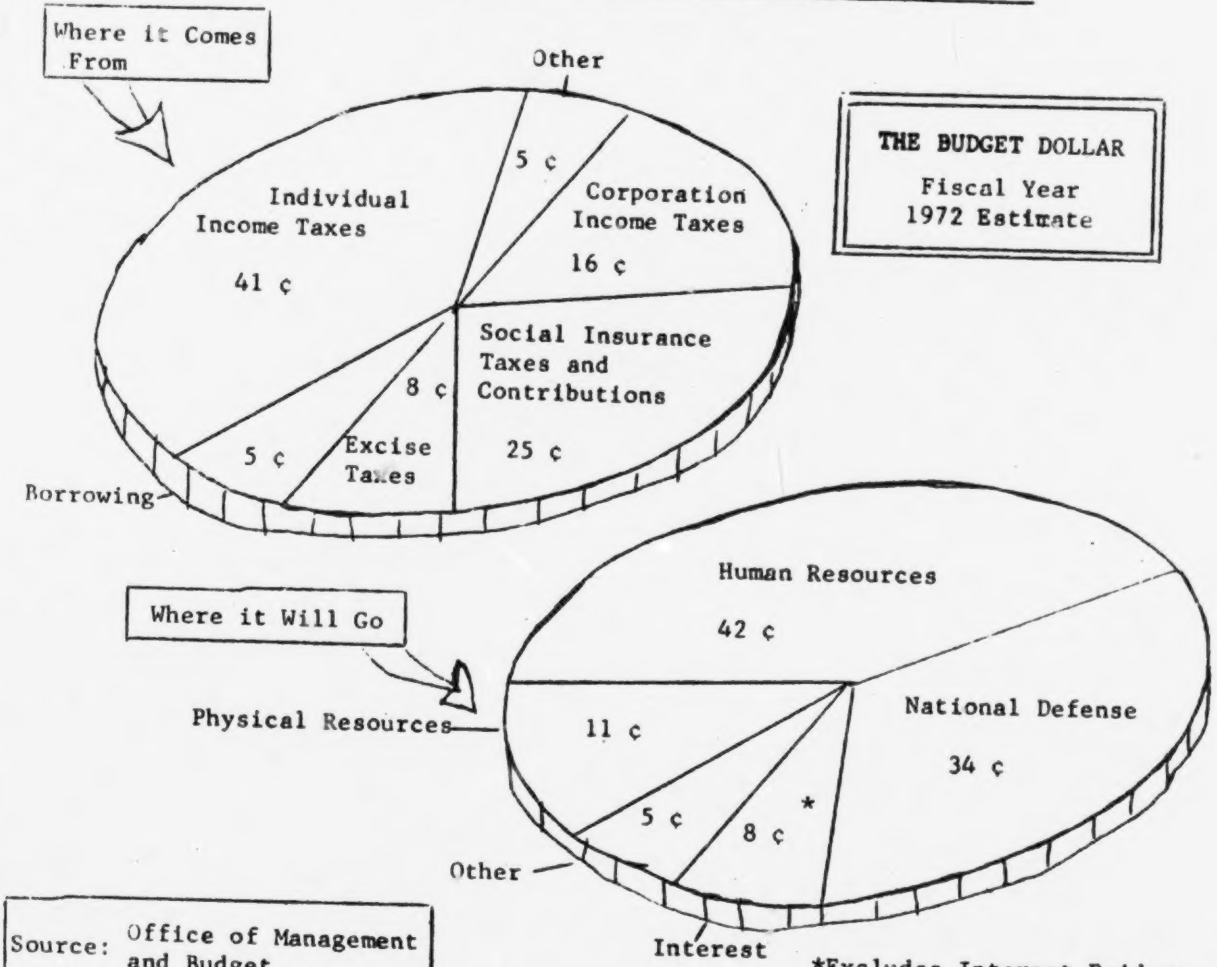
5. Shoe Expert: You are recognized in the nation as an authority on shoe manufacturing and the quality of craftsmanship in the making of shoes. You have been employed by the Savannah Shoe Company to appear before the Pentagon committee hearing on the defense contract and testify about the excellent quality of the shoes manufactured by the company. How will you prepare your presentation at the hearing?

6. Political Expert: You are a professional lobbyist in Washington D.C. and you have been retained by the Savannah Shoe Company to influence the awarding of the defense contract to that company. How will you attempt to influence the decision of the Pentagon?

Kennedy Social Studies Program

Introduction to Government, Budget Priorities

The Budget of the U.S. Federal Government



THE BUDGET DOLLAR

Fiscal Year
1972 Estimate

Source: Office of Management and Budget

*Excludes Interest Paid to Trust Funds

Est. Total Receipts of $207,300,000,000. Est. Total Expenditures, $234,310,000,000.
Est. Budget Deficit of $27 billion.

Federal Government Receipts:	
Individual Income Tax	$101 B.
Soc. Security Taxes	49 B.
Excise Taxes	17 B.
Estate & Gift Taxes	3.8 B
Customs Duties	2.67 B
Miscell. Receipts	3.8 B

Government Expenditures by Branch:	
Legislative	$397 M.
The Judiciary	146 M.
Exec. Office of President	47 M.
*Funds appropriated to Pres.	6.08 B.

Expenditure by Cabinet Dept:

Ag. Dept.	$ 14.8 B.	HEW	$61.8 B	Post Office Dept	$9.09 B
Commerce Dept.	1.2 B.	Housing & Urb. Devl.	3.85B	State Dept.	472 M
Defense Dept.	76.4 B.	Justice Dept.	920 M	Transp. Dept.	7.27 B
Interior Dept.	1.96 B.	Labor Dept.	7.9 B	Treas. Dept.	21.48 B
				Int.on Pub.Debt	20.98 B

Other Agencies:

Atomic Enery Comm.	$2.275 B
E.P.A.	-
General Serv. Admin	711 M
NASA	663 M
Veterans Admin.	3.39 B

Other Ind. Agencies (47 areas) 9.95 B

Total Expenditures: $234.31 B.

INTRODUCTION TO GOVERNMENT

Legislative Concerns in the State of Iowa

from the "State of the State Message" of Governor Robert Ray, January 11, 1972 (according to the Governor, these items are not in any order of priority:)

1. Judicial Reform
2. Department of Environmental Quality
3. Amusement Ride Safety
4. Junkyard--Billboard Bill
5. Home Rule
6. Civil Rights for the Disabled
7. Department of Transportation
8. Pornography
9. Adult Rights for New Voters
10. Vietnam War Bonus
11. Bargaining for Public Employees
12. Ombudsman
13. Drunken Driver Reform
14. Concealed Weapon Permits
15. A Uniform Fiscal Year for Iowa
16. World Food Expo "76
17. Iowa Crime Commission
18. School Lunch Assistance
19. School Budget Review Committee
20. State Park User Fees
21. Tax-Exempt Properties
22. Commerce Commission--Interest Rates
23. Low-Rent Housing
24. County School Districts
25. Uniform State Building Code

Mod: Intro. to Gov't.
Focal Concept: Authority and Power
Concept: Policy-Making
Activity: 9

KSSP

COLLINS RADIO CASE STUDY

Established by Cedar Rapidian Arthur Collins before World War II, Collins Radio grew from a one-store enterprise to a multi-million dollar operation which included plants in Dallas, Texas, and Newport, California, in addition to the industrial complex in Cedar Rapids. Collins Radio is the major employer in the Cedar Rapids area, and as such a significant unit in the economy of the city and area.

Until recently the federal government had been the major source of contracts for Collins Radio, primarily for communications equipment in the U.S. space program and in defense. For example, Collins Radio equipment was used in the Mercury and Gemini space ventures and finally in the Apollo program that landed American astronauts on the Moon. Military airplanes and helicopters also carry Collins Radio equipment. These federal government contracts testify to the fact that Collins Radio equipment is regarded as being of the highest quality.

At the end of the decade of the sixties, however, federal government contracts began to be cut back after the U.S. space program succeeded in placing a man on the Moon and as the American involvement in the Vietnam War began to decrease. The economic repercussions of this cutback in federal spending for Collins Radio equipment has had a profound impact upon the Cedar Rapids area and for the company itself. Massive layoffs from assembly line worker to middle-level engineers to top executives resulted. An estimated 60 per cent of the personnel at Collins Radio in Cedar Rapids had been forced out of a job. Financially pressed, Collins Radio was taken over by North American Rockwell, a large conglomerate, and Arthur Collins retired from the company that he had directed for so long.

I. What were the needs and desires of the people that the framers of the United States government were concerned with in the early years after the Revolutionary War?

More than 2300 years ago Aristotle observed that "man by nature is a political animal." It must have been sometime before that when man realized that he could not live with his fellow man without some form of government, some organization with authority over himself and his neighbors. The precise origin of the concept of government is lost far back in antiquity.

Government is the process of determining and carrying out the affairs of the state. The affairs of the state depend upon the needs and the desires of the people. Some governments have attempted to meet a great many of those needs including housing, food, and clothing. Ancient Rome with its massive public works projects, its concerns with territorial expansion and national honor, and its attempts at distributing food and providing entertainment (the "bread and circuses" programs) is an example of a government deeply involved in meeting the needs of its people. Other governments have limited their activities to only those needs that individuals are least able to meet themselves. Examples of minimum needs might be protection, a legal system, a national currency, and a highway and street system.

What a government is designed to do and to be, however, is not always what it does and what it becomes. Governmental organizations can and have seriously misinterpreted both the needs and the wishes of the people. Still worse, if a governmental organization loses contact with its constituents, or if its leaders become corrupt, the affairs of the state and the needs of the people can become the affairs of the government and the needs of the government officials.

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REVOLT OF THE CITY

1. A Little Matter of Birth Rates

In the winter of 1910 Congress received the longest report ever submitted by a government investigating body up to that time. From early 1907 a special commission had been studying almost every imaginable aspect of immigration, filling forty-two fat volumes with its findings. Buried in that statistical mountain was at least one table of figures which was to prove peculiarly prophetic for our own times.

This table showed that a majority of the children in the schools of thirty-seven of the nation's leading cities had foreign-born fathers. In cities like Chelsea, Fall River, New Bedford, Duluth, New York and Chicago more than *two out of every three* school children were the sons and daughters of immigrants.

Viewed in today's perspective, it is clear that those figures forecast a major political upheaval some time between 1930 and 1940. By then all of these children, plus baby brothers and sisters not enrolled in school, would have grown to voting age. Massed as they were in the states commanding the largest electoral vote, their sheer numbers would topple any prevailing political balance.

No matter what ~~else had~~ happened, the growing up of these children of the 13,000,000 immigrants who poured into the country between 1900 and 1914 was bound to exert a leveling pull on American society. As it was, the Great Depression—striking when most of them had barely entered the adult world—sharpened all their memories of childhood handicaps. When Roosevelt first took office, no segment of the population was more ready for "a new deal" than the submerged, inarticulate

From The Future of American Politics, 3rd ed. rev. by
Samuel Lubell. Harper, Colophon Books, N.Y. 1965 pp 43-55.

urban masses. They became the chief carriers of the Roosevelt Revolution.

The real revolutionary surge behind the New Deal lay in this coupling of the depression with the rise of a new generation, which had been malnourished on the congestion of our cities and the abuses of industrialism. Roosevelt did not start this revolt of the city. What he did do was to awaken the climbing urban masses to a consciousness of the power in their numbers. He extended to them the warming hand of recognition, through patronage and protective legislation. In the New Deal he supplied the leveling philosophy required by their sheer numbers and by the hungers stimulated by advertising. In turn, the big-city masses furnished the votes which re-elected Roosevelt again and again—and, in the process, ended the traditional Republican majority in this country.

In the elections that followed this same big-city generation would stand like a human wall between the Republicans and their past dominance. It was this generation—now grown to parenthood and in many cases to home-owning, but still bound by common underdog attitudes—which the Republicans had to crack to win and hold the Presidency.[1]

Twice before in American history a majority party has been transformed into a minority party. Each time the change was prefaced by a dramatic reshuffling of population. Jacksonian democracy tramped in to the echoes of the oxcarts which had rolled westward in the twenty years before. In 1800 only one of twenty Americans lived west of the Appalachians; when Jackson was inaugurated the transmountain country claimed one of every three Americans.

Similarly, the formation of the Republican party was preceded by a tremendous westward expansion into the Great Lakes and Midwest regions. Between 1840 and 1860 the nation's population almost doubled, swelling another 60 per cent by 1880. If it is true that the pre-Civil War parties were overwhelmed by their inability to dam back the passions stirred by the slavery controversy, it is also true that they were unable to channel the flood of new voters.

There were two population currents which cleared the way for the New Deal:

Between 1910 and 1930 for the first time a majority of the American people came to live in cities. The second population shift might be described as the triumph of the birth rates of the poor and underprivileged over those of the rich and well-born.

Searching for families of five or more, the U.S. Immigration Commission's investigators found two-and-a-half times as many among unskilled laborers as among businessmen. In Minneapolis, for example, the second generation of English stock—the backbone of Republican strength—celebrated a blessed event on the average of one every five years. Among the foreign born a new baby arrived every three years.

As late as 1925 wives of miners and laborers were still having twice as many children as the wives of bankers.

Nor was it the birth rates of the immigrants alone which were threatening the Republican majority. The other prolific baby patches were in the farming areas, particularly in the Appalachian hills and in the South. When World War One shut off the flow of European immigrants, it was into these areas of high human fertility and low living standards that industry sent its recruiting agents searching for cheap labor. Whites and Negroes were sucked north into the cities, especially after 1920 when immigration was curtailed sharply.

Between 1920 and 1930 more than 6,500,000 persons were drawn off the farms and hills; 4,500,000 came into New York, Chicago, Detroit and Los Angeles alone. They hit the cities at roughly the same time that the children of the immigrants were growing up and bestirring themselves. The human potential for a revolutionary political change had thus been brought together in our larger cities when the economic skies caved in.

Through the entire Roosevelt era the Republicans labored on the wrong side of the birth rate. Nor was there anything they could do about it, since the birth rates frustrating them were those of 1910 to 1920. During the last years of Republican victory, from 1920 through 1928, roughly 17,000,000 potential new voters passed the age of twenty-one. From 1936 through 1944, the number ran over 21,000,000, most of them coming from poorer, Democratically inclined families.

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[1] In 1952 Eisenhower carried 17 out of 35 cities of more than 300,000 population. Dewey had carried three in 1948.

Whatever inroads into Roosevelt's popularity the Republicans made was offset largely by these new voters. In 1936, for example, nearly 6,000,000 more ballots were cast than in 1932. While the Republicans gained just under 1,000,000, Roosevelt's vote swelled by almost 5,000,000.

Except for the Polish-Americans and Italo-Americans, the wave of new voters among the immigrant groups passed its crest by 1945. Not until the late 1960's will the record number of births of recent years register politically. Until then the nation's basal political metabolism is likely to remain more sluggish than during the Roosevelt years. The issues of realignment will have to be fought out primarily among existing population elements, whose instinctive voting attitudes are already largely formed.

This prospect, of no abrupt change in the make-up of the electorate, re-emphasizes the decisive importance of the big-city generation, which came of age through the Roosevelt years. Without their overwhelming urban pluralities the Democrats would not have won in either 1940, 1944 or 1948. The 1948 election was so close because Truman's vote in the twelve largest cities fell nearly 750,000 below Roosevelt's 1944 plurality.[2]

Not only does this generation hold the balance of political power in the nation. It also constitutes a radically new political force in American history. The old Republican dominance was rooted in the Civil War and the transcontinental expansion which followed. Most of the immigrants who peopled our larger cities came to these shores long after the Civil War, even after the exhaustion of free lands in the West. To their children and grandchildren the loyalties of Appomattox and the Homestead Act were details in history books rather than a family experience passed down from grandfather to grandson.

Never having known anything but city life, this new generation was bound to develop a different attitude toward the role of government from that of Americans born on farms or in small towns. To Herbert Hoover the phrase "rugged individualism" evoked nostalgic memories of a rural self-sufficiency in which a thrifty, toiling farmer had to look to the marketplace for only the last fifth of his needs. The Iowa homestead on which Hoover grew up produced all of its own vegetables, its own soap, its own bread. Fuel was cut and hauled from the woods ten miles away, where one could also gather walnuts free. "Sweetness" was obtained from sorghums. Every fall the cellar was filled with jars and barrels which, as Hoover observes in his memoirs, "was social security in itself."

To men and women who regulated their labors by the sun and rain, there was recognizable logic in talking of natural economic laws—although even among farmers the murmur for government intervention grew louder, as their operations became more commercialized and less self-sufficient.

In the city, though, the issue has always been man against man. What bowed the backs of the factory worker prematurely were not hardships inflicted by Mother Nature but by human nature. He was completely dependent on a money wage. Without a job, there were no vegetables for his family, no bread, no rent, no fuel, no soap, no "sweetness." Crop failures, plagues of grasshoppers or searing drought could be put down as acts of God. Getting fired or having one's wages cut were only too plainly acts of the Boss.

A philosophy that called for "leaving things alone" to work themselves out seemed either unreal or hypocritical in the cities, where nearly every condition of living groaned for reform. The wage earner had to look to the government to make sure that the milk bought for his baby was not watered or tubercular; he had to look to government to regulate the construction of tenements so all sunlight was not blocked out. If only God could make a tree, only the government could make a park.

Neither the Republicans nor the New Dealers seem to have appreciated how sharp a wrench from the continuity of the past was involved in the rise of this big-city generation. G.O.P. leaders persisted in regarding Roosevelt's popularity as a form of hero worship, abetted by the radio. Only Roosevelt's personal magnetism and political skill were holding together the varied Democratic elements, reasoned the Republicans. With "that voice" quieted, the coalition would fall apart. The nation would then return to safe and sane Republicanism. What this reasoning overlooked was that the Roosevelt generation had no tradition of Republicanism to go back to. For them the weight of tradition was such that if they were undecided about rival Presidential candidates, they instinctively would give the Democrats preference.

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[2] Stevenson's plurality in these cities dropped another 400,000 despite an increased turnout over 1948 of nearly 9 per cent.

The basic weakness of the Republican party stems from this fact, that it has remained rooted in an earlier historical era in which it was dominant. The resilient Democratic strength springs from being so alive—clumsily perhaps, but definitely alive—to the problems with which the newer generation has grown up.

Between the Republican and Democratic appeals, as we shall see, the issue has been less one of conservatism versus liberalism than one of timeliness.[3]

2. *The Forgotten Warrior*

At the height of Roosevelt's popularity, Republicans used to lament over the youthfulness of so many of the nation's voters. Since they had come of age after 1928, the complaint ran, the only Presidents they knew were Roosevelt and Hoover, who was hopelessly linked with the depression. Still, it would be a mistake to regard the Roosevelt coalition as strictly a product of the depression.

The startling fact—generally overlooked—is that through the booming twenties Republican pluralities in the large industrial centers were dropping steadily. Even when the stock market tickers were clicking most gratifyingly the forces of urban revolt were gathering momentum.

Consider the waning Republican strength revealed in the table below which totals the vote in our twelve largest cities (New York, Chicago, Philadelphia, Pittsburgh, Detroit, Cleveland, Baltimore, St. Louis, Boston, Milwaukee, San Francisco and Los Angeles). In 1920 the Republicans had 1,638,000 more votes than the Democrats in these twelve cities. This net Republican plurality dropped in 1924 and was turned into a Democratic plurality by 1928.

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[3] In 1964 this still could be said of the Johnson-Goldwater contest.

Year	*Net Party Plurality*
1920	1,540,000 Republican
1924	1,308,000 Republican
1928	210,000 Democratic
1932	1,791,000 Democratic
1936	3,479,000 Democratic
1940	2,112,000 Democratic
1944	2,230,000 Democratic
1948	1,481,000 Democratic[4]

Two things stand out from those figures. First, it was not the depression which made Roosevelt the champion of the urban masses but what he did after he came to the Presidency. Between 1932 and 1936 the Democratic plurality in these cities leaped 80 per cent, the biggest change in any single election. Second, the Republican hold on the cities was broken not by Roosevelt but by Alfred E. Smith. Before the Roosevelt Revolution there was an Al Smith Revolution.

In many ways, Smith's defeat in 1928, rather than Roosevelt's 1932 victory, marked off the arena in which today's politics are being fought. The Happy Warrior and four-time governor of New York first hacked out the rural-city cleavage which generates so much of the force behind the present struggle between Congress and the President. It was Smith who first slashed through the traditional alignments that had held so firmly since the Civil War, clearing the way for the more comprehensive realignment which came later.

Smith split not only the Solid South but the Republican North as well. While Hoover was carrying more than 300 Southern and border state counties which had not gone Republican since Reconstruction, Smith was swinging 122 Northern counties out of the G.O.P. column.

Seventy-seven of these counties are predominantly Catholic. But more than religious sympathy inspired their support of

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[4] The figures used in the First Edition included some county totals where city votes were not available. Since then a full tabulation of the votes for the cities only has been obtained. In 1952 the Democratic plurality in these twelve cities dropped to 1,081,000 and in 1956 to 391,000. Kennedy's 1960 plurality jumped back to 2,711,000, while Johnson hit an all-time high of 4,357,000 in 1964.

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Smith. This is shown clearly by the way these counties have voted since. Fifty-seven have remained staunchly Democratic in every Presidential election from 1928 through 1948.[6] Included are some of our heaviest voting areas—New York, Boston, Providence, St. Louis, San Francisco, Cleveland, Milwaukee and St. Paul, also Butte, Montana, and Burlington, Vermont.

Of the sixty-two Smith counties whose allegiance has wavered, most are German-American in background and therefore broke against Roosevelt in 1940 because of the war. In 1948 Truman gained over Roosevelt in fifty of these counties, with eighteen returning to the Democratic party.

Smith may be today's "Forgotten Warrior" but the line he drew across the map of American politics has never been erased.

How profound a social upheaval stirred beneath the Smith vote can be seen most clearly in the industrial East, where one finds the heaviest concentration of counties which have been Democratic since 1928. Before Smith, no other part of the country was more religiously Republican. None had a heavier proportion of foreign born. Nor were these two factors unrelated.

During the twenty years of heaviest immigration, from 1890 to 1910, coal production tripled and steel output multiplied seven times. It was in the cities with the most immigrants that Bryan's free silver crusade was beaten. To a considerable extent, in short, both the expansion of industry and Republican political dominance rested on the immigrant.

The conditions under which these immigrants worked and lived hardly requires description here. Coming to this country after the free lands were gone, they were thrust into the sectors of the economy with the sorest tensions, into the sweatiest jobs, where wages were not much above subsistence level and where labor unions were feeble. The foreign born made up 60 per cent of the workers in the packing-house plants described by Upton Sinclair's *The Jungle;* 57 per cent of those in iron and steel, 61 per cent of our miners, nearly 70 per cent of those toiling in textiles or clothing.

Probably of greater long-run political significance than their low wages was the segregation in which they lived. In one-industry coal and steel towns the separation of laborers and managers was as complete as that between serfs and lord on a feudal manor. In the larger cities, even where Gold Coast and slum were hardly a block apart, they still constituted two separate worlds. Roosevelt has often been accused of ranging class against class, as if class antagonism did not exist before the New Deal. Yet, certainly since the turn of the century our urban social structure had been a class structure.

For a long time, though, the resentment of the "other half" against those on top merely smoldered submissively. Even had the immigrants been inclined to political activity, they would have found it difficult. In 1910 one of every five among the foreign born spoke no English. Until 1920 the twelve-hour working day, still the rule in iron and steel, left little leisure time. As late as 1933, when the N.R.A. codes were being considered, Secretary of Labor Frances Perkins had to go out into the mill towns to drum up interest among the steel workers. At Homestead a Catholic priest arranged a meeting with some Polish-American workers, all of whom came scrupulously scrubbed. They spoke no English and the meeting had to be conducted through an interpreter. Mrs. Perkins was visibly touched when several workers rose and spoke and it developed they were asking God to bless the President, much as peasants in Russia might have blessed the czar.

The rise in the educational level is a revealing index to the quickening political pulse of the urban masses. At the turn of the century only one of every fifteen youngsters was going beyond the elementary school. By 1930 every second child of high school age was in high school.

At first, this rising generation found little real identification with either of the major parties. In exchange for a favor or a two-dollar bill the newly naturalized voter would vote the way the political machine instructed. But he was as likely to follow the dictates of a Republican boss in Philadelphia as of Tammany Hall in New York. None of the Republican Presidents stirred that most vital of all political assets: vicarious identification. It was not a matter of postwar disillusionment. Far from feeling like a lost generation, the children of the immigrants were intensely idealistic. But with whom could they identify this idealism? Harding was a dirty story. Calvin Coolidge might be untouched by scandal, but the same Puritanical, small-town qualities which endeared him to Main Street made "Silent Cal" a chilling, pedagogic figure to city kids.

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[6] Eisenhower won thirty of these counties in 1952, three more in 1956. Nixon won eleven, Goldwater, none.

On the Democratic side, Woodrow Wilson had captured the imagination of some of these underdog elements through favorable labor legislation, through his dream of peace and by championing the cause of Europe's minorities. For years afterward, in appealing to Czechs and Poles, Democratic politicians found it effective to invoke Wilson's memory. But this enthusiasm did not carry over to either James M. Cox, an Ohio publisher, or John W. Davis, a Wall Street lawyer. As for William Jennings Bryan, his revivalist oratory might inflame the Bible belt—but in the city he was a repellent, even comic figure. When the "Great Commoner" rose before the 1924 Democratic Convention in New York to oppose denouncing the Ku Klux Klan by name, contending "We can exterminate Ku Kluxism better by recognizing their honesty and teaching them that they are wrong," he was hissed and booed by the galleries.

By 1924, "the enemy's country," as Bryan called the East, had flung up its own Great Commoner in Al Smith. Prohibition and the Klan were the immediate weapons in the duel Smith and Bryan fought; but behind each antagonist were ranged the habits and prejudices, hopes and frustrations, prides and hatreds of two different cultures and two historical eras.

The very eccentricities and mannerisms of the two men were symbolic. The brown derby and rasping East Side accent, which stamped Smith as "one of our boys" to the sidewalk masses, sent shivers down the spine of Protestant respectability. In turn, the traits which made Bryan seem like the voice of pious morality to his Prohibitionist, rural, Protestant following—the liberal use of Biblical phrases, the resonant Chautauqua tones, the heaven-stomping energy—made him sound like the voice of bigotry to the urban masses.

Both men were mouthpieces of protest—Bryan of the over-mortgaged Bible belt, Smith of the underpaid melting pot. Whether either was understood in the other's country is doubtful. Could the factory worker really share the despair of the farmer watching a sheriff tack a foreclosure notice on the barn door? Could the farmer feel the vicarious terror of the factory

masses reading of a shirtwaist-factory fire in which 145 women were trapped and burned alive?

The year of this Triangle factory fire, 1911, was the year Smith first went to Albany. It marked the beginning of his fight to improve factory conditions, reduce the hours of labor for women and for other social legislation. After his relations with Roosevelt had curdled, Smith came to denounce the New Deal's "socialism." But during the 1920's he was the means by which the Democratic party absorbed the agitations—and votes—of the Socialists and their sympathizers.

What Smith really embodied was the revolt of the underdog, urban immigrant against the top dog of "old American" stock. His Catholicism was an essential element in that revolt. The so-called "old" immigration which settled the farms was drawn largely from Protestant countries, England, Norway, Sweden and Germany. The "new" immigration after 1885 which crowded the teeming cities, came mainly from Italy, Poland, Russia, Greece and the disintegrating Hapsburg Empire. The larger part of these new immigrants were Catholic. They also included perhaps 1,500,000 Jews.

Because they came to this country late, these immigrants and their children were concentrated in the lower economic rungs. Moreover, they resented what seemed to them efforts to force conformity to an Anglo-Saxon, Protestant culture, through Sunday Blue Laws, prohibition and the Klan.

Throughout the industrialized East, the make-up of society was such that Protestantism coincided largely with the Republican party, with millowners and financiers, with the snobbish members of exclusive clubs—in short, with the upper class. Catholicism, in turn, coincided largely with discrimination and sweated labor, with immigrant minorities who were looked down upon as inferior beings—in short, the lower class.

In his campaign Smith did not draw the line of class conflict. His campaign manager, John S. Raskob, was a millionaire. So were other ardent supporters like Pierre Du Pont, Herbert Lehman and William F. Kenny, who was reputed to have made $30,000,000 as a contractor. Still, the class and cultural cleavage was there, like a deep fault, in the granite of our national life. Smith's candidacy unavoidably split the rock along that fault.

The viciousness of the 1928 campaign is usually laid to religious prejudice. In view of developments since, one wonders whether it did not also reflect the violence of the realignment which Smith was precipitating. Generally, American elections blur social divisions. But in 1928, economic, racial, religious and cultural differences all sharpened the cleavage.

Before Smith the Democrats were little more of an urban party than were the Republicans. In Pennsylvania, for example, the three counties the Democrats won in 1920 and 1924—Columbia, Greene and Monroe—were largely rural and native born. These counties swung for Hoover in 1928. In their place, the Democrats captured three mining and industrial counties—Elk, Luzerne and Lackawanna—which had not gone Democratic since 1892. In Pennsylvania, Smith pushed the Democratic vote above the million mark for the first time. Throughout New England, whole voting elements such as the French-Canadians and Italo-Americans were swung out of the Republican party never to return.

Smith also made women's suffrage a reality for the urban poor. In better income families, women started voting in 1920 as soon as they were granted the privilege; but among the urban masses the tradition that a woman's place was in the home still held strong until 1928. That year in Massachusetts (which Smith carried along with Rhode Island) the outpouring of women lifted the number of voters by 40 per cent over 1924. The turnout in Boston was 44 per cent heavier.

Although the issues of 1928 have long passed off, the cleavage which Smith's candidacy laid bare persisted. If New England remained the most Republican of the major regions, it was also where the line between unwaveringly Republican and unwaveringly Democratic voters was most rigidly drawn. Between 1932 and 1944, New England's Democratic vote did not shift by more than 2 per cent in any election, while other parts of the country were fluctuating by 5 and 10 per cent.

There were Catholic Republicans, of course, as there were Yankee Democrats, but the bedrock cleavage in the East remains a Catholic-Protestant one. The divergence in cultures shows up in all sorts of ways. One county carried by Smith in 1928 and which has remained Democratic since is Hillsborough in New Hampshire, which was the site of the "mercy killing" trial of Dr. Herman Sanders. When Sanders went on trial, prayers for his acquittal were voiced in the Congregational Church. When he was freed, the Catholic hospitals barred him from practicing there.

But if Smith lifted the Democratic vote to new heights in some cities, he lost such Democratic strongholds as Oklahoma City, Atlanta, Birmingham, Dallas, Houston. In virtually all the Southern cities, Smith's vote fell off, as well as in cities with heavy Scandinavian populations, reflecting Lutheran distrust of Catholicism; he also lost ground wherever the population was mainly native born or Ku Klux in sympathy.

To sum up, by 1928 the masses in the cities with the most foreign born were already in political revolt. But that part of the urban population which was drawn from native American stock had still to be roused.

3. *The Year of Decision*

Bowls of red roses graced the speakers' table while American flags and tricolored bunting draped the walls of the banquet hall. The occasion was the first annual dinner of the Muncie, Indiana, Chamber of Commerce since the depression. Its immediate inspiration had been the news that General Motors, which had stripped its local plant three years before, was moving back. Mindful that the company was returning to escape a strike in Toledo, the Mayor assured the banqueters that "the citizens of Muncie are in no mood for outsiders to come in and agitate."

Returning to the city that June week in 1935 to begin their study of "Middletown in Transition," Robert and Helen Lynd were struck by the eagerness with which Muncie's community leaders were hailing the return of the "good old days."

But if Muncie's businessmen were ready to forget the depression as "just a bad bump in the road," that was not the feeling across the railroad tracks "in the other world of wage earners." Predominantly native born, drawn mainly from near-by farms, Muncie's "corn-feds," as the local workers were called, had seen no point in labor unions before the depression. Out of a working force of 13,000, hardly 700 had carried union cards, fewer than joined the Klan. Al Smith won a lone precinct in

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NOTES TO THE INSTRUCTOR

I.M.: Cities (Urban Problems)

Classification: Government module Time Allotted: 6 weeks

Concepts used, which determine the use and teaching of this instructional module:

Focal Concept: Urbanization

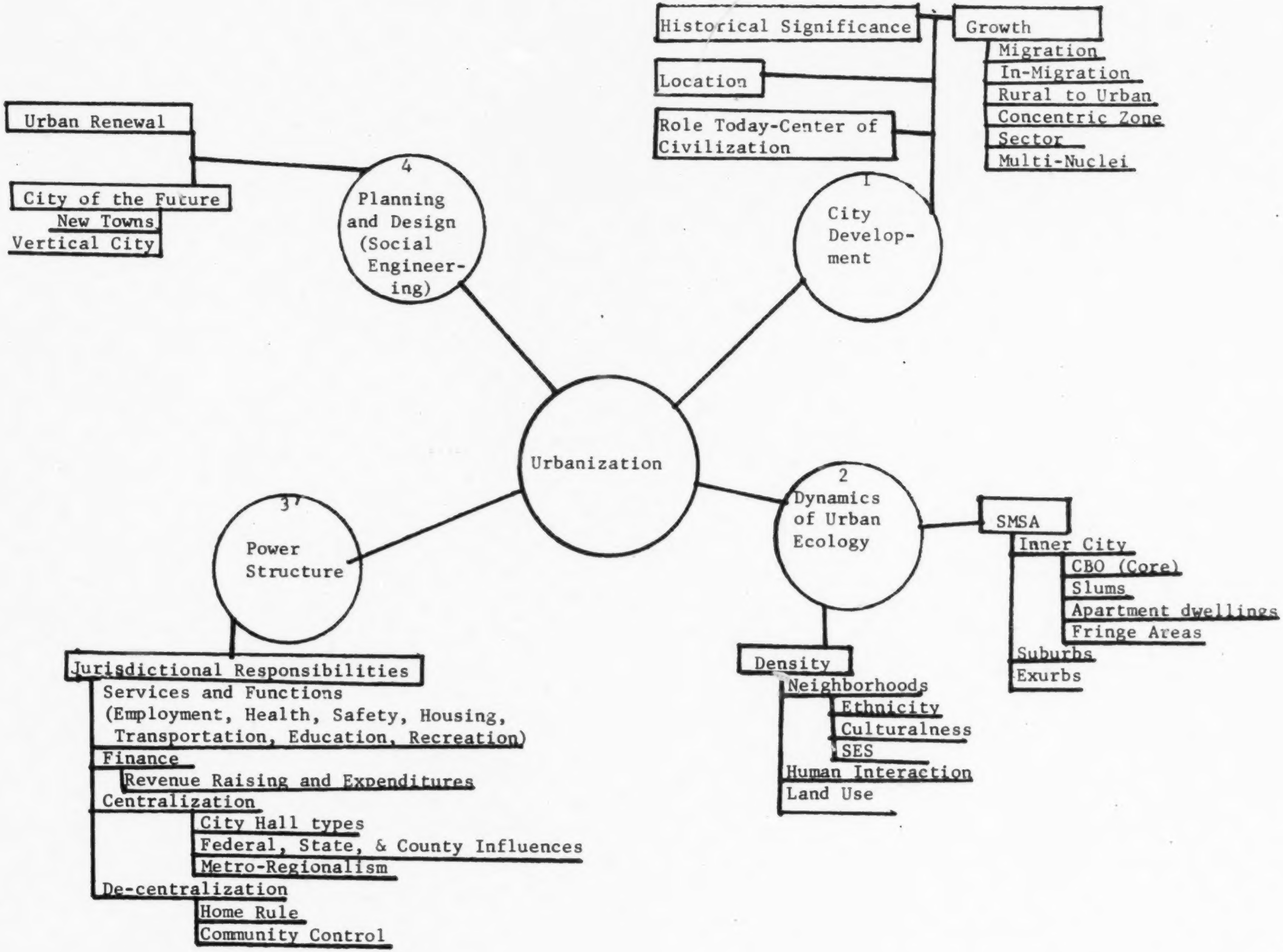
		Time Chart -
Concept 1.	City Development	1½ weeks
Concept 2.	The Dynamics of Urban Ecology	1 week
Concept 3.	The Formal Power Structure	2 weeks
Concept 4.	Planning and Designing	1½ weeks

On Teaching this Instructional Module:
*The Teaching Guide offers suggested directions concerning: Explainers (content segment) materials used, skills dealt with, class activities, group size and time allocation. It allows the successful intended implimentation of the mod.

Concerning Student Resources:
Basic source materials needed for this instructional module:
1. "The City as a Community", Problems of American Society series, Leinwand editor. Washington Square Press
2. "City Goverment", same series as book listed above
3. "The City in America, Perspectives in U.S. History series, Field Company
4. "Cities in Crisis, Decay or Renewal?" Inquiry into crucial American Problems series, R.W. Tretten, Prentice-Hall
5. The use of the above three print sources would be sufficient. Other relevant books can be used.
6. Reprint articles, as referred to in the Teachers Guide, are needed. Or, articles dealing with aspects of the concept studies could be appropriately used.
7. Desired films and filmstrips are indicated as to use position, but they are not listed in sequence by various concepts.

*This U.S. Government area course is one of four specialty Gov't. instructional modules; any one of which can be elected, and follows the initial six week course "Introduction to Government". The other three government specialty mods are: Politics; Liberty, Justice and Order; and Political Patterns.

CITIES


Urbanization
1
City Development
Historical Significance
Location
Role Today-Center of Civilization
Growth
Migration
In-Migration
Rural to Urban
Concentric Zone
Sector
Multi-Nuclei
2
Dynamics of Urban Ecology
SMSA
Inner City
CBO (Core)
Slums
Apartment dwellings
Fringe Areas
Suburbs
Exurbs
Density
Neighborhoods
Ethnicity
Culturalness
SES
Human Interaction
Land Use
3
Power Structure
Jurisdictional Responsibilities
Services and Functions
(Employment, Health, Safety, Housing, Transportation, Education, Recreation)
Finance
Revenue Raising and Expenditures
Centralization
City Hall types
Federal, State, & County Influences
Metro-Regionalism
De-centralization
Home Rule
Community Control
4
Planning and Design (Social Engineering)
Urban Renewal
City of the Future
New Towns
Vertical City

Mod: Cities Focal Concept: Urbanization Concept: 1. City Development

Explainers	Materials	Skills	Activities	Dist.	Time
Location	HSGP unit on cities Transparencies: Coop. Extension Service "City Location and Growth" (series of 4) Map of North Am. Map of interior of North America MacGraw, The City in America pages 8-13	I. A,B,C II. A,B,C	Act. 1 A. Each student receives an outline map: "Rivers and Lakes of a Portion of the Interior of North America." They are to locate three sites for cities and explain their selections. By this exercise students are to infer what factors are involved in locating a site for a city. Ask students why cities wouldn't be located in other areas. Show the two transparencies of cities in U.S. 1840 and 1890.	indv.	1½ days
Growth	HSGP handout: "Cities With Special Functions" We provide 6-12 needed pictures if HSGP slides are not available Diagram of Three Theories of Growth of Cities MacGraw, The City in America, pp. 13-20 Cook & Gordan, Urban America: Dilemma and Opportunity pp. 3-8	II. A,B,C III. A,B,C	Act. 2 A. Distribute HSGP handout and have students mark their responses on it. Then go over their reasoning in class. Get student responses on reasons why a city grows. List and discussions should ensue. Students keep their copy of this list. B. Mini-lecture and diagrams of the three theories of urban growth: Concentric circles, Sector, and Multi-Nuclei.	indv.	1 day

Mod: Cities Focal Concept: Urbanization Concept: 1. City Development

Explainers	Materials	Skills	Activities	Dist.	Time
1. Immigration 2. Migration 3. Rural to Urban	Tretten, Cities in Crisis, pp. 4-8 Coss, We Can Save Our Cities, pp. 5-12 MacGraw, The City in America, pp. 46-65		C. Assign for reading pages 46-65 in The City in America and have students respond to questions on page 65.	class	1 day
Historical Significance	Film, "The City, Heaven, and Hell" Mumford. ½ of the film. #14898 at Joint County MacGraw, The City in America, pp. 20-45	II. A,B,C III. A,B,C	Act. 3 A. Students offer reasons, suggestions about the historical significance and functions of a city. List, consider, offer explanations. Refer to handout, add to it, consider it. Use it as basis of having notes on the background of the city.	class	1 day
Role Today: Metropolis	Handout: "Significance of a City Historical and Contemporary" The City as a Community, pp. 15-45 "What Makes a City Great?" (Time Essay) "Cost of Rejecting City Planning" (Sidney Harris)	II. A,B,C III. A,B,C IV.	Act. 4 A. Students compare historical role and function of cities today, formulating a hypothesis relating to the comparison between the past and present functions of cities. The entire class will attempt to arrive at a consensus.	class	2 days
			B. Assign students to read the Time essay. They are to make a list of 5 points, supporting 2 points they argue with and refute 1 point.	individual	

Mod: Cities Focal Concept: Urbanization Concept: 1. City Development

Explainers	Materials	Skills	Activities	Dist.	Time
	Film, "Urbanisimo" #2185 in Joint County, 6 minutes in Color, (cartoon) Filmstrips: (at KHS-IMC) 1) "Cities, USA" (17 minutes) 2) "Embattled Metropolis" (20 minutes) Groll & Zevin, Law and the City pages 1-4, 8-12, 19-25	III. A,B,C IV.	C. Using one of the two filmstrips, students are to relate the information received here back to their hypotheses. They are to write two generalizations about the theme of the filmstrip, and attack or support their generalizations with pertinent evidence.	individ.	1 day

Mod: Cities Focal Concept: Urbanization Concept: 2. Dynamics of Urban Ecology

Explainers	Materials	Skills	Activities	Dist.	Time
Standard Metropolitan Statistical Area (SMSA)	Handout: "Components of SMSA: What It Measures" (1 page) "Grafitti: Cities in Mess" "Slums and Suburbs, Two Nations-Divisible" "Suburbia: The New American Plurality" (7 pages)	I. A,B	Act. 1 A. Introduce students to SMSA, which is used by the U.S. Bureau of Census, by distributing handout. The Cedar Rapids - Marion Area includes a population over 50,000, and because of its size the C.R. - Marion area was chosen by the Census Bureau for measurement by SMSA.	class	½ day
	"The Battle of the Suburbs" (5 pages) "New York: Dream or Nightmare" (7 pages) "Cities: Who Can Save Them?" Cook & Gordon, Urban America pages 9-20 Film: "Suburban Living" #56776 at Joint County (60 minutes)	I. A,B	B. Refer students back to Concentric Circle diagram on previous handout. Teacher may place this diagram on the blackboard, identifying the different zones of the inner city: core (CBD), slums and blight, apartment dwellings, fringe areas; and the suburbs; and the exurbs.	class	½ day

Mod: Cities Focal Concept: Urbanization Concept: 2. Dynamics of Urban Ecology

Explainers	Materials	Skills	Activities	Dist.	Time
			Act. 2		
Density 1. Neighborhoods	"Why 'New Immigrants' Fail" (Sidney Harris) The City as a Community, page 45-56 Handout: "Term Sheet" for Dynamics of Urban Ecology	I. A,B	A. Distribute "Term Sheet" handout and explain that these terms will be identified and defined throughout the course. Students then are to read the Harris article and the assignment from The City as a Community	indv.	½ day
	The Cedar Rapids Handbook (ZWV) Groll & Zevin, Law and the City pages 13-17 Cook and Gordon, Urban America, pages 20-32 Coss, We Can Save Our Cities, pages 13-33 The City as a Community, pp. 111-120 "Views Strict Land-Use Curbs To Control Suburban Sprawl" "Free Things To Do in NYC" "Cedar Rapids, Iowa - Zoning District Map" (C.R. Gazette, Oct. 20, 1971)	II. A,B,C III. A,B,C IV.	B. A wall map of Cedar Rapids should be tacked on the bulletin board, and each student receives an outline map of Cedar Rapids. On this map of Cedar Rapids he is to indicate by a coding system the location of different neighborhoods according to 1) socio-economic status (SES) 2) Ethnic Communities 3) other cultural neighborhoods or areas. This may require, in addition to discussion in class, that students travel around the city after school and on weekends to gather evidence. Students should also define their criteria for reaching the conclusions that they do. Note: contacts to the Bldg. Dept. in the C.R. City Hall about population density in C.R. areas & the traffic Engineering Office (1st Ave. [illegible]) for info. about traffic control & its role in city planning.	indv.	2 days

Mod: Cities Focal Concept: Urbanization Concept: 2. Dynamics of Urban Ecology

Explainers	Materials	Skills	Activities	Dist.	Time
2. Land Use	"Cities in Crisis" (Newsweek Map-of-the-Month) "The Sick Cities" (Newsweek) "New Zoning Machinery in the Works"	I. A,B,C II. A III. A,B,C	C. The second part of the Cedar Rapids Map assignment consists of investigating the problem of land use in the city. They must first review, by using another handout map of Cedar Rapids, the different zoning restrictions for the city of Cedar Rapids; they are to indicate the different zones on their maps. Working in pairs, students then are to evaluate whether specific zoning restrictions are in the public interest or not.	individual	1½ days
	"Letter to the Editor" worksheet MacGraw, "The City in America" pages 66-89 Film, "The City as Man's Home" Mumford #14296 at Joint County. 29 minutes, B & W Film: "London - The City and the People" #08091 at Joint County. 14 min. in color Film: "Labyrinth" #3187 at Joint County. 14 min. in color		D. Read, consider, and reply to this letter suggesting problems in the use of space and facilities in the core city. a. How important are factors of land usage in the city? b. How do you react to the suggestions offered in this letter?	indv.	½ day

Mod: Cities Focal Concept: Urbanization Concept: 2. Dynamics of Urban Ecology

Explainers	Materials	Skills	Activities	Dist.	Time
3. Human Interaction	Urick, Alienation, pages 4-6 Film: "A City to Live In" Parts 1 & 2, #CS2141 at Indiana, 54 min. B & W, $20.00 rental Film: "Timepiece" 10 minutes in color. #2187 at Joint County, cartoon Jacobs, Prelude to Riot: A View of Urban America From the Bottom (teacher resource)	II. A,B,C	E. The problems of human interaction in accompanying the density of populations found in urban areas may be explored by responding to this open ended question, after reading "Thirty-Eight Witnesses" in Alienation: How would you account for the seeming indifference and impersonalness of people who live in the crowded conditions of our cities?		

Mod: Cities Focal Concept: Urbanization Concept: 3. Power Structure

Explainers	Materials	Skills	Activities	Dist.	Time
Services and Functions	Handout: "Program Activities Included in Government Function" (VII-Pa 2, Cooperative Extension Service) Groll & Zevin, Law and the City pages 54-90 "Functions of Local Government" (Pa 23A, Pa 23B, VII-Pa 23C, Cooperative Extension Service) "Money Woes Grow for Cities and Towns: Hays" "Voice for Iowa Cities" "Free Mass Transit Offers Hope to Congested Cities" (Buckworm) "The Traffic Jam", Leinwant, 131 pp. "Cities in Crisis", Tretter, pp. 65-84 "Urban America: Dilemma and Opportunity" Cook and Gordon, pp. 32-39	II. C III. C	Act. 1 A. Have students respond to this question: What functions and services should a city perform? Working in small groups, have students compile a list of functions and services. Distribute "Program Activities Included in Government Functions" and have students compare this list with their own. Teacher may refer to the text, teaching outline, handout, and Visual Materials or the "Functions of Local Government" taken from the "Government by the People" program produced by the Cooperative Extension Service at Iowa State University. In relation to the Extension Service Materials, students are to consider these questions: 1. Who pays for the functions and services of city governments? 2. Why do city residents often times view city government as less important than the state and national governments?	small group	2 days

Mod: Cities Focal Concept: Urbanization Concept: 3. Power Structure

Explainers	Materials	Skills	Activities	Dist.	Time
	"Urge City Transportation Plans That Aid Livability" "More U.S. Aid Promised For City Streets" (Anitan) "Demonstration Day" "Government by the People; but Where Are the People?" "Citizen Participation in the 70's"				
2. Finances	The Cedar Rapids Handbook, (LWV) pages 11-12 "Financing Gov't." (VII-Pa 4, Dev. May 1971, Coop. Ext. Service) "Gov't. by the People - Who Pays?" (teaching outline-Coop. Ext. Service, Pa 25B) Handout Scenario: "City Finances" "No Fluff in C.R. Program: Canney" (Smith) "U.S. Funds for Sioux City Rise After Steak Dinner"	I. A,B,C IV.	Act. 2 A. Working in small groups, have students read the scenario, "City Finances" and list how they would raise additional revenue. To gain a perspective of the problems involved in financing city government, they can read the articles indicated under materials.	small groups	2 days

"Distribution of taxes pd. in 1972" (C.R)

"IowaTowns, Cities in A Financial Bind"

"Simply Spending Money Down 'Will Worsen the Situation by Postponing Essential Reforms.

Mod: Cities Focal Concept: Urbanization Concept: 3. Power Structure

Explainers	Materials	Skills	Activities	Dist.	Time
3. Centralization and Decentralization	"See Repudiation of the Past in Politics of 'Suburb State'" (Kroft, 1 page) "See Reconnecting of Suburbs and Cities as Irreversible" (1 page) "See Racial Harmony Arising From City-Suburb Joint Housing Plans" (1 page) "The Issue is the Survival of Local Governments" (Stokes, 1 page) "The Vietnamization of Metropolitan America" (Canty, 1 page) "Business and the Urban Crises" (McGraw-Hill, 16 pages) "The Cities: Waging A Battle" (Newsweek, 16 pp) "Says States Growing Obsolete" "The Cities: Up Drawbridges" (Newsweek, 10 pp.)	I. A,B,C II. A,B,C III. A,B,C IV.	Act. 3 A. The key question is: How can city government be viewed as a possible conflict between centralization and decentralization administrative responsibility? Introduce the three major types of city government: 1. Strong mayor (Daley of Chicago) 2. Commission (Cedar Rapids) 3. City Manager (Marion), which is a review of material presented in the Introduction to Government course. Assign the various articles to read.	class	2 days
			B. Divide class into teams representing pros and cons on how Mayor Daley and Mayor Lindsay govern Chicago and New York City respectively; this involves four teams. In conjunction with examining and evaluating the efficiency of the Lindsay and Daley administrations. A five-man panel, one from each group plus one neutral observer, is then established to hear the arguments as to how city governments should be organized and operated and what should be their functions. These reports to the panel are given before the entire class. A final judgment as to what would be the best type of municipal government is reached by the panel upon completion of the reports. Points that these groups should consider are: 1. Uniqueness of the particular city that they represent, pro or con 2. The desirable relationship between the city and federal, state, and county governments.	teams	

Mod: Cities Focal Concept: Urbanization Concept: 3. Power Structure

Explainers	Materials	Skills	Activities	Dist.	Time
	Articles: "Cedar Rapids Councils 5-Year Plan" and "Notes From the City Hall" of April 1972. (Cedar Rapids) (1 page) "Says States Are Growing Obsolete" (Harris, 1 page) "Cities: They Won't Be Much Better Tomorrow" (Look - 1 page)		3. The necessity, or lack of necessity, to have metro-regional governments in place of city governments. 4. Suggest policies that a city government must follow and those they must avoid in order to have a "governable" city. The question of whether big cities are governable should be dealt with here.		
	"Chicago's Daley: How To Run A City"	Value Clarification	C. Each student is to respond briefly to this question: What type of governmental organization is necessary if cities are to survive chaos and disintegration? After reading the two articles relating to Cedar Rapids, have them apply their conclusions to the governmental situation in Cedar Rapids.	indv.	1 day
Power Structure	"Umistat" (4 pp) Handout: "The City of Unistat" (5 pages)	Values Clarification	D. Assign "Umistat" to read, and distribute the 3 page (introduction, materials list and 50 action steps and recommendations and conclusion sheets) handout. Students divide into groups of three to respon to the handout. Each group is to hand in one recommendations and conclusions sheet. Teacher may then select one sheet to discuss in class. E. Mini/lecture on power, authority, governing an Urban area.	pairs	2 days

Mod: Cities Focal Concept: Urbanization Concept: 4. Planning and Designing

Explainers	Materials	Skills	Activities	Dist.	Time
The Planning Argument	Simulation "Inner City" Optional Source: Ranney,' Planning and Politics in the Metropolis Model of Planning Decision-making Diagram, Ranney, pp. 15. Film: "The Living City" (#53680, U. of Iowa) "The City - Cars and People" (#14897, JCSS)	2½-3 day situation, groups, in planning Port City's James Park	Act. 1 A. The teacher may present a mini-lecture based on Chapter 1 of Planning and Politics in the Metropolis. In this lecture the cases for planned and unplanned growth and no growth should be presented. B. Organize the class for the short simulation, "Inner City." By the end of this period "Inner City" should be ready to begin the next day.		3 days
Urban Renewal	"Law and the City" Justice in Urban America series, Groll and Zevin pages 92-111. "Urban America: Dilemma and Opportunity, Cook & Gordon, pp 51-57. "Urban Renewal: People, Politics, and Planning." Bellush and Hanschnecht.		Act. 2 Try to arrange for a speaker from the Urban Renewal Office at the Cedar Rapids City Hall to discuss for the class various programs underway in Cedar Rapids. Students should be asked to consider the implications of these programs, without as much as possible to make value judgments, for the future of Cedar Rapids. Each student is responsible in completing an "Information Summary Sheet" from information gathered from the speech, readings, and films; each student is to make generalizations.		

Mod: Cities Focal Concept: Urbanization Concept: Planning and Designing

Explainers	Materials	Skills	Activities	Dist.	Time
	"We Can Save Our Cities", Coss, pp. 118-125 "Can We Save Our Cities?" the story of urban renewal by Stewart, public affairs phamphlet #374. 28 pages "The City As A Community?" Leinwand pages 57-61 articles: "New Towns for Old" (16 pages) "See Social Service As Top Need for City's Logan Area" Frohm: 1 page) Film: Metropolis: "How Things Get Done" (#56758, U of Iowa) "Challenge of Urban Renewal" (#58021, U. of Iowa) "The City as a Community", Leinwand pp. 61-66 Article "Cities of the Future As Europeans See Them" (U.S. News, 3 pages)				

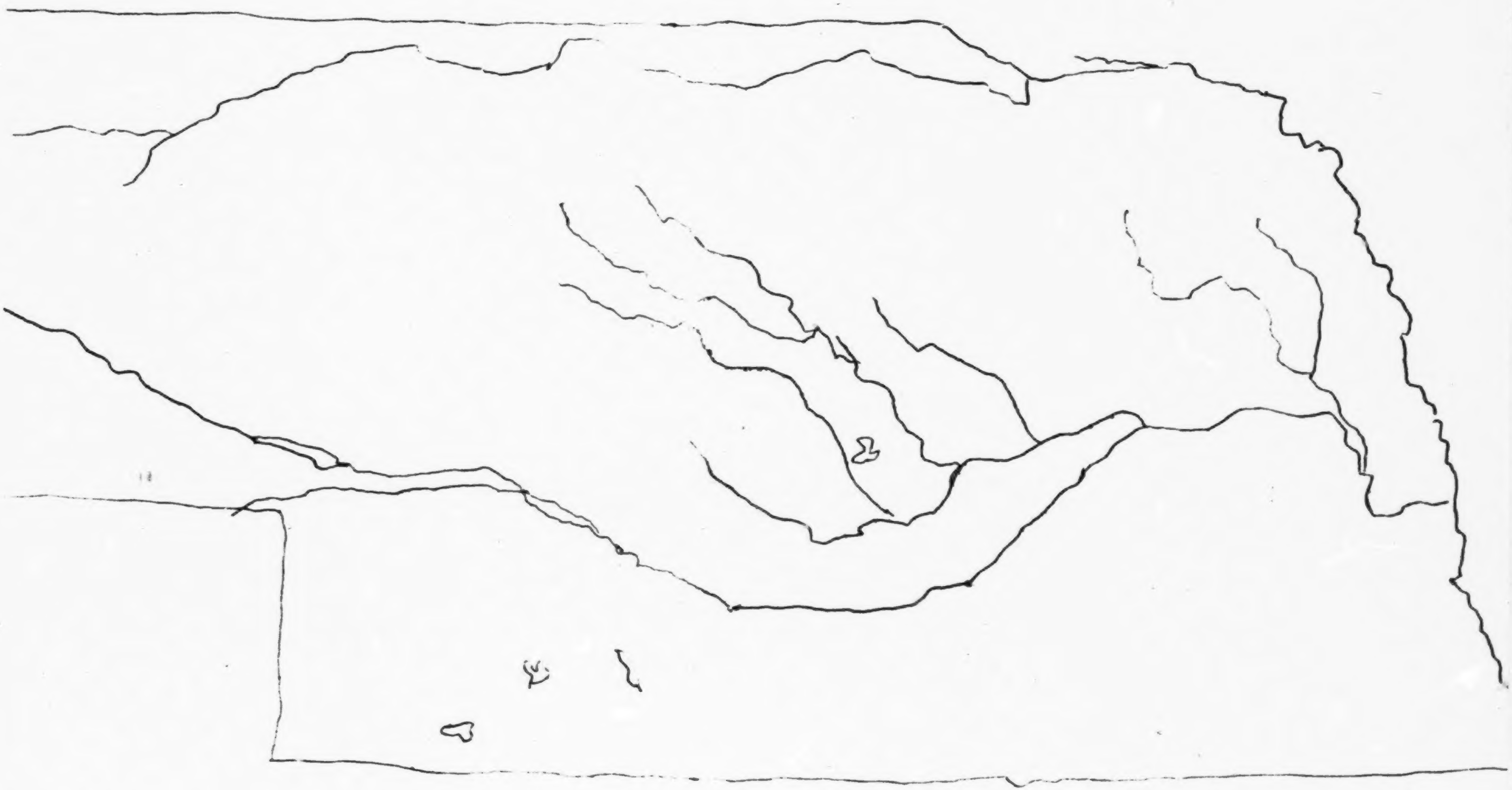
Mod: Cities Focal Concept: Urbanization Concept: Planning and Designing

Explainers	Materials	Skills	Activities	Dist.	Time
	Film: "Megalopolis: Cradle of the Future"; "Cities of the Future	(#45843, U. of Iowa) (CS-1831, U. of Ind., 25 minutes)			
New Towns	"Law and the City", Justice in Urban America series, Groll & Zevin, pages 112-124. Articles: "New Town Movement about to Come of Age" (Seppy ½ page) "A New Town in Town" (1 page) "Pueblo West" Advertisement (2 pages) Film: "Rise of New Towns", 2 parts (56483, U. of Iowa)		Act. 3 A. After information input from readings and films, have students assume roles of planners and disigners. Working in teams, students are to plan and design for a new city of an anticipated population 50,000 to 100,000.		2½ days
Vertical Towns			B. A mini-lecture may be inserted during activity A describing planned model cities of Reston, Va.; Columbia, Md.; Johnathan, Minn.; Tapiola, Finland; London green belt towns.		

Mod: Cities Focal Concept: Urbanization Concept: Planning and Designing

Explainers	Materials	Skills	Activities	Dist.	Time
	Film: "Cosmopolis" 2 parts (50074, U. of Iowa)		C. Assign a written one page recommendation on this question: How can the problems of U.S. cities be substantially eased? Exchange papers for criticizing by classmates, who are to write their comments on the paper, and hand in. An alternative activity may be to have students respond to the worksheet, "Cities: People, Problems and Government"		1 day

Cities: Nebraska



Cities: North America

Kennedy Social Studies – Cities. 12-3-71
Slide Show/tape. – "Growth of Cities!" Script.

Begin. →
Slide ① "A Brief History of City Development"

We have an interest in the nature of cities and the influences they have had, do have, and shall have on peoples lives.

② People group together for many reasons, for protection, for trade and specialization, for survival, for cultural benefits, and for socialization with a community of people.

③ Only after people could grow an agricultural surplus of grain could a city develop with its special services and craftsmen. Cities became trade centers, as well the hub of political, religious and military activity. The public meeting places, markets, agoras, and streets were the scene for most social contacts.

④ Greece was known for its city-states, most famous of which were Athens and Sparta. They were frequently in conflict or competition with it.

⑤ Here is Athens as seen from the Acropolis, overlooking the city.

⑥ Cities were centers for a regions citizens to deal with others in a unique community of varied yet mutual interests.

⑦ City Walls offered some security from intruders and potential invaders. Any city worked to provide safety for people living within its boundaries.

⑧ This aerial photo shows the Acropolis as the focal point of Athens.

⑨ There were impressive cities in the Tigris and Euphrates River Valleys some 2,500 years B.C. Babylon had a population of some 80,000. Dynasties ruled these centers, official religious influences were powerful, and society was rigidly ~~[illegible]~~ divided along class lines.
Later civilizations and their cities spread to other river valleys, and to areas bordering the Mediterranean Sea.

⑩ The Parthenon temple in Athens provides a reminder of a past city life and its culture. It is said that the best of people can be seen in their cities.

(11) From cities such as Athens came the roots of our Western Civilization and its traditions. The size of city trade and its importance grew as new market areas were opened.

(12) Advances occured in technology which led to new circumstances regarding communication, weapons, trade and even manufacturing.

(13) Cities grew into Government administration centers, as seen in this view of the ruins of the Forum at Pompeil.

(14) During the "Middle Ages" in western history, people built walled cities that were fortresses for protection during those difficult years. There was very little urban growth for a period of about 600 years.

(15) The series of ideas, events, and social changes now called the Renaissance brought about a new interest in learning, living and doing things that generally had been lost after the collapse of the Greek and Roman Empires.

(16) Florence in Italy was a famous city of the Renaissance era, its churches, public buildings, homes and public squares show the renewal of city growth and activity.

(17) Once again people lived, worked and delt with others in a metropolitan setting. Florence became a city of life.

(18) Trade, crafts, the arts, archetecture and human thinking expanded. The city provided a creative pulse for its people.

(19) [redacted] Great cities and their life styles had existed before, such as in Rome's Trajan market place. But time, neglect and invaders had destroyed much of the once grand Roman Empire and its once bustling cities.

(20.) Then only impressive ruins remained,

(21) until around 1400 when the activity called the Renaissance or rebirth of human curiosity began.

(22) Here in Rome is St. Peter's Basilica, the largest church in Christendom, home of the popes, a monument to many of man's thoughts, beliefs and art.

(23) The Piazza del Popolo shows an open space provision in the city, planned over 500 years ago.

(24) Conquerors come and go, but people living together in a community setting continue to give life, meaning, planned or unplanned growth, to cities.

(25) Medieval sites were more towns than cities, needed functions were enclosed by a wall and gate for military defense to protect the limited economic activity that went on inside of the walls.

(26.) Larger cities had more than one series of defensive walls, as was true of Paris.

(27.) Cities developed in regions where waterways and trade roads provided transportation, trade and nearby food supplies.

(28.) By 1600 the Western World had several large cities, with a growing degree of human specialization. More people were influenced to move from farms and villages into cities.

(29) Planned or unplanned, cities grew as craftsmen located in city centers. Familiar city sights, sounds, smells and problems appeared.

(30.) Broad tree-lined boulevards are characteristic of a planned city.

(31) Cities can reflect man's better accomplishments and dreams.

(32) Public buildings mirrored man's concern with Government, as well as architectural and cultural expression. A history of a people and their existence is seen in a city.

(33.) Elaborate plans preceded the building of most lasting structures, such as the blueprint of the Versailles Palace.

(34) The interior court of the Versailles Palace near Paris reflected man's renewed appreciation for life, nature and planning.

(35.) This 1700 view of Paris's Palace Vendome shows the massive construction skills practiced in these public buildings.

(36.) London developed a city development plan in 1944, rebuilding from World War II followed this guide. In England to be from London [illegible] in the city.

㊲ This model compact village is near London. Not everyone prefers city life to small town environments.

㊳ London's 1828 Bloomsbury plan was one of England's early attempts at planning more liveable cities.

㊴ Landscaping and architecture designed to beautify and promote city life is seen in this Covent Garden scene.

㊵ A hilltop village in Wiltshire County England shows one special concern for town location.

㊶ Gothic design is seen in England's Chester Cathedral. Religion exercised a large influence on peoples lives in the Middle Ages.

㊷ Planned upper class housing, the Royal Crescent at Bath England, was a forerunner of the townhouse idea of pleasant urban housing.

㊸ The mainstreet of Chester England, in 1965.

㊹ The mainstreet of Chester England in 1905. In many countries houses are several hundred years old. They are well built and then carefully maintained by the families that inherit the home. In the United States, a house built 40 years ago is deemed old.

㊺ Letchworth England's Old Town Center, was an early city planning example.

㊻ Ebenezer Howard's "Garden City" is a famous complete city planning situation.

㊼ Garden City was transformed from a blueprint to a reality.

㊽ Today's New Town ideas in England, Sweden, Finland and the U.S. stem from many of Howard's ideas of the early 1900's.

㊾ A residential street scene in Welwyn England, Howard's famous "Garden City."

㊿ Here again is Welwyn, England's new town idea of Garden City.

(51) One of the few examples of city planning in the U.S. is in Washington D.C. The original plans were developed in 1791 by L'Enfant. It is now one of our finer cities with broad streets, and planned parks and traffic patterns.

(53) This is the 1900 plan for the Washington D.C. Mall area

(5 54) The development around the White House was planned, and an urban renewal effort is again carrying out that plan

(55) A view of Washington D.C in 1869 indicates the work of the original 1791 plan.

(56) These urban renewal housing units were built in S.W. Washington D.C.

(57) One of the ideas for city redevelopment is the Policies Plan for 2000 for New Independent Cities in the Capital city region.

(58) Peripheral communities will be developed close to but outside of Washington D.C

(59) This 1893 photo shows Chicago's plan of the Columbian Exposition, a look then at tomorrow to celebrate the 400th year of Columbus and his voyage bringing aspects of western culture to the new world. Some people were concerned with erasing some of the years of industrialization.

(60-61) Planning attempts included business centers and railroad junctions. One characteristic of our country is the absense of planning in developing cities, settlements, or land use guidelines.

(62) The 1885 Marshall Field Store in Chicago was an example of a large retail trade aimed at a growing urban population.

(63.) (64) Today, Chicago's Marina Towers apartments help portray a sillouette of the urban scene, our megalopolis. Many people would prefer to live within the city, not outside of it, if they could believe there was a good life in the city.

(65.) The Lake Meadows redevelopment housing project, 21 stories high, tells of man's attempt to replace slum housing with dwellings. One problem is, how are they now prevented from becoming slums?

(66.) A scene from the old elevated railroad, an experience in urban mass transit, shows old housing now

6

(67) Tapiola, Finland, outside of Helsinki, is one of the best known new town developments. It is more than a suburb, it is a planned community.

(68-69) A street scene in Tapiola, shows the stress on living things to offset the harshness of streets.

(70-71) This is the main town building in the central shopping area of Tapiola.

(72) Reston, Virginia's main shopping plaza. Some 20 miles outside of Washington D.C., this is one of the few planned communities in the U.S. Many people including Kennedy's Spring Social Studies trip visit the unique aspects of this new town development.

(73-80.) (73) Reston Virginia and Columbia Maryland are the two best known new Town developments in the U.S. Others include Pueblo West Colorado, Lake Havasu Arizona, and Jonathan, Minnesota.

(74) All of these developments are privately managed, they are not Federal Govt. Projects. This does mean they were started as investments designed to return a profit to their developers.

to E.

(75) In some respects it is easier to start from scratch instead of existing problems in the attempt to reinvigorate our urban life dimension. Thus the new town idea is appealing, if the costs can be held down.

(76) New towns must be kept from beginning just more suburbs or bedroom communities. They must be new, vigorous, self supporting centers.

(77) New town locations fit perfectly into the cluster community growth scene designed to ease metropolitan crowdedness and poor land use. Imbalances in neighborhood composition, income and interests can be overcome.

(78) Both single dwelling and town house dwellings are found in new town areas. Americans need to rethink their suspicions against planning communities.

(79) The frontier today is back in the city, in the metropolitan core areas. If our cities are sick, then our society is also dangerously sick, because it has lost much of its vitality. The industrial and bureaucratic society now looks toward a human society. Cities should be good places to live, work, play and thrive.

(80) New towns to be built, old cities to be renewed. It is an awesome task. Past experience indicates that without great cities no civilization is healthy or durable. We are still closely tied to the walled city of 1 000 years ago.

Mod: Cities
Focal Concept: Urbanization

Concept: 1. City Development
Explainer: Role Today, Metropolis
Activity: 4

KSSP

SIGNIFICANCE OF A CITY: HISTORICAL AND CONTEMPORARY

Directions:

1. On the basis of preceding work and the film "The City - Heaven or Hell?" determine what, to you, has been the historical significance and function of the city.

2. Today's signifcance and function of cities: ________________

____

____

3. Compare the two, offer a hypothesis comparing the contemporary city to the historical city.

A. Comparison Characteristics

The Historic City	The Contemporary City
1.	1.
2.	2.
3.	3.

B. Hypothesis: ________________________________

____

____

____

KENNEDY SOCIAL STUDIES PROGRAM

CITIES

Some components of Urbanization:

People living together
Welfare
Open living spaces
Transportation
Pollution
Schools & Education
Public Safety
City Beautification
Public Services
Employment
Gov't. relationships
Ghettoes
Cultural Opportunities
Peoples' Expections
Business & Trade
Personal Contacts
Racial & group co-existance
Varied Life-styles
Suburban Living
Search for Happiness

If the City must be a successful community, what makes a successful community?

* The glue that holds and forms a city and its many fragments together is ? ____
* The adhesive elements seem to be :
common concerns, cooperation, identified needs, like for vaviety.

WHAT IS A CITY?

How do the factors of movement,humanity,and routines and needs fit together?

What happens when a city looses its consensus ? Or if one never did exist?
Re-shaping si not limited to physical urban renewal?
Choices: to redo,to redo,to rebuild, to reconstruct, to tear down, to move on.
** We will work together to improve city live, or we will gradually waste away together. **

Maybe a City is characterized as:
"A skillful blending of numerous problem-prone situations, circumstances, andpeople.

URBANIZATION MIGHT BE VIEWED AS effectively dealing intelligently with obstacles that block the achievement of a workable and satisfying community.

Mod: Cities
Focal Concept: Urbanization
Name ______________________
Concept: Power Structure
Activity: 3-D
Period ____________ Date ____________

KSSP

THE CITY OF UNISTAT

The goal is to learn as much as possible concerning aspects of the Urban life that we generally call Urbanization. Though an increased awareness and knowledge of city problems and situations we should be better prepared to deal with pressures experienced by people and governments in our urban settings.

Through a study of the hypothetical urban area Unistat we will consider several alternatives in attempts at easing urban problems. From this study, four-four year segments will be proposed, which are designed to move toward solving some identified city problems.

Your task is to gather sufficient accurate information to allow you to carefully propose your recommendations for dealing with situations and problems present in Unistat. Remember that Unistat is similar to to many other larger U.S. cities and their environments.

1. Read the Unistat information sheets, parts 1 and 2.
2. Look over the Fifty Action Steps. Begin to consider what choices seem sound ones to you in considering action that could be taken.
3. Today begin your information gathering activities so you can intelligently select your choices, and then defend or explain them.
4. Select appropriate readings dealing with aspects of urganization, using reprint articles, books, films, filmstrips, explanations and discussions to make you heavy for you Recommendations for the City of Unistat.
5. On or by ________________, you will have completed your Recemmendations for the City of Unistat sheet; its introduction, the four-four year segments, and a conclusion.
6. You must be prepared to explain, defend and relate your recommendations to the situation in Unistat, a typical large U.S. city.

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KSSP

Cities: Urbanization Name ________________________

Hour ____________________ Date ________________________

INFORMATION COLLECTION CHECK LIST

Required Readings:

_____ 1. "The City as a Community", Leinwand, pages 45-56
Main ideas suggested -
_____ 2. "Governing the City", Leinwand, book
Main ideas suggested -
_____ 3. "New York, Dream or Nightmare?" from Look
Main ideas suggested -
_____ 4. "Why New Immigrants Fail" by Sydney Harris
Main ideas suggested -
_____ 5. "The Cities: Waging a Battle" Newsweek
Main ideas suggested
_____ 6. "Suburbia: "The New American, Plurality" Time
Main ideas suggested -
_____ 7. "Cities: Who Can Save Them?", Look
Main ideas suggested -
_____ 8. "The Battle of the Suburbs", Newsweek
Main ideas suggested -
_____ 9. "Slums and Suburbs, Two Nations-Divisible"
Main ideas suggested -

Optional Readings: Read as much as you can from 1 or more of these books.

_____ 1. "Urban America, Dilemma and Opportunity", pp 20-32.
_____ 2. "Cities in Crisis" by Tretten, pages 9-19; 23-55.
_____ 3. "Can We Save our Cities?" by Stewart, pages 13-33.
4.

Films Seen:

_____ 1.
_____ 2.
_____ 3.
_____ 4.
_____ 5.
_____ 6.
_____ 7.
_____ 8.
_____ 9.
_____10.

Explanations:

Discussions:

* The idea of urbanization suggests -

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Mod: Cities
Focal Concept: Urbanization

Concept: Planning
Explainer: Urban Renewal
Activity: end of concept 2

KSSP

CITIES

INFORMATION SUMMARY SHEET

I. 1. Title of this source ______

2. Date on this source ______ Author or editor ______

3. Main ideas given or suggested: ______

4. What idea or interpretation most impressed you, and why? ______

5. What solutions or steps toward solving identified problems are suggested here? ______

II. 1. Title of this source ______

2. Date on this source ______ Author or editor ______

3. Main ideas given or suggested: ______

4. What idea or interpretation most impressed you, and why? ______

5. What solutions or steps toward solving identified problems are suggested here? ______

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Mod: Cities
Focal Concept: Urbanization

Concept: Planning
Explainer: Urban Renewal
Activity: end of concept 2

KSSP

CITIES

INFORMATION SUMMARY SHEET

I. 1. Title of this source ______________________________

2. Date on this source ____________ Author or editor ______________

3. Main ideas given or suggested: ______________________________

4. What idea or interpretation most impressed you, and why? __________

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2. Date on this source ____________ Author or editor ______________

3. Main ideas given or suggested: ______________________________

4. What idea or interpretation most impressed you, and why? __________

5. What solutions or steps toward solving identified problems are suggested here? __________

Kennedy American Studies Program

Unistat

This is the city today...

Unistat squats on a large river, somewhere north of New Orleans and west of Boston. More than one million people live there within the 2,300 square miles of metropolitan area. Frank Lloyd Wright would have called it, "like all American big cities, basically ugly with a few enclaves of elegance." Certainly, it is less attractive than it was 20 years ago. The air is soupy with pollutants; the parks are unkempt. Although the worst of "shacktown" was pulled down by urban renewal, the high-cost, high-rise apartments that replaced it add little to the city's charm and have turned hundreds of poor families out of their homes.

Visitors and conventioneers like Unistat. It's a "great place to visit", if you have the cash. There are a half-dozen famous restaurants, two great hotels, a well-preserved "old town" and a garish nightclub strip. Even today, there's a comfortable charm to the big old houses along Hilltop and an old-country air in Little Bavaria. The Unistat museum, with its excellent collection of American frontier paintings, draws art historians from around the world; the symphony orchestra is one of the five best in the nation. Work has started on a cultural center, and a new stadium went up last year.

"Business is good" is the word from the Chamber of Commerce, yet the city's economic heyday is long past. Since World War II ended, there's been little industrial growth. Most large companies are doing well, but small business is hurting, and the failure rate has zipped up in the past five years.

Unistat itself is nearly bankrupt. The middle-class move to the suburbs has chipped away at the tax base, while the welfare load has doubled and doubled again since 1950. Property values have sagged in many parts of town, and property taxes are now as high as homeowners will stand. There is already a five percent sales tax, and voters are reluctant to approve new bond issues (although the city's debt is less than average).

While Unistat brags about "one of the best urban education programs in the country", according to the National Teachers Council, more than one-third of the city's children attend private or parochial schools. Only 20 percent of the city's population is Negro, but most black children attend predominantly Negro schools.

Public services are strained in Unistat. Within the last few months, the city has suffered a power failure, a series of daylong traffic tangles and a pileup of garbage in several slum areas. The city-owned bus company was out of business for nearly a week in January, when drivers went on strike, and the crime rate has tripled in the last decade. People are afraid to walk at night; stores have begun locking up with steel shutters. No new public housing has been built for two years, although Federal funds are available; and urban renewal has halved the number of low-cost homes and apartments. Officials claim they can't find suitable land, and they'd face rigid neighborhood opposition if they did.

The City Council represents an alliance of ethnic groups that took over the dominant party from the outrageously corrupt machine that ran Unistat during the early '30's. The Council and the immense city bureaucracy are reluctant to change things. But many citizens disagree. They rallied behind an angry young attorney who won the last mayoralty election. Only he can't get the Council to go along with his plans. Protected by law, the city's civil servants have pretty well ignored their new appointed chiefs.

Most Unistatians feel politically powerless. Particularly cut off are the city's black citizens. There is no Negro on the 15-man Council (elected at large). A much-publicized antipoverty program has done little more than split the 3 ghettos into factions squabbling for Federal money. Youth centers were opened, then closed when operating funds ran short.

To visitors, Unistat still looks good, but the mayor worries. Businessmen count on conventions and tourists. Last year's marches and demonstrations by black militants and draft resisters hurt trade. Still, the ghettos were quiet last summer. A load of summer-program cash was poured in to prevent a replay of the riot that had flared briefly the year before.

The population of Unistat shows a cross-section of several minority ethnic groups: Negros, 20% or 200,000; Bavarian, 5% or 50,000; Greek, 3.5% or 35,000; Jewish, 2% or 20,000; Arab, 1% or 10,000. There are, of course, other very small minority groups including Chinese, Japanese, Mexican, Puerto Rican, and Spanish. Through the years, several significant minorities have "assimilated" into the society to such an extent that they are no longer recognizable as a group. They include Dutch, German, Norwegian, Swedish, and Irish.

Unistat contains 378 churches and has a religion breakdown of: Protestant, 50%; Catholic and Orthodox, 30%; Jewish, 2%; other or none, 17%.

Although the area has a relatively low crime rate for its size, last year there were 97 murders, 2,286 robberies, 6,731 burglaries, and 5,782 auto thefts.

Family income distribution is:

Amount of income in dollars	White		Nonwhite		Total		Share of total income	
0 - 1,000	3		7		3		N/A	
1 - 2,000	5	15%	14	36%	6	17%	1	4%
2 - 3,000	7		15		8		3	
3 - 4,000	7		14		8		3	
4 - 5,000	8		10		8		4	
5 - 6,000	9	34%	9	40%	10	35%	11	24%
6 - 7,000	10		7		9		11	
7 - 10,000	25		14		24		19	
10 - 15,000	18	43%	8	22%	17	41%	26	45%
15 - 25,000	5.5		1.3		4.5		7	
25 - 50,000	2.0	8%	0.6	2%	2.0	7%	9	27%
50 and over	0.5		0.1		0.5		11	

Labor force is:

Occupation	White	Nonwhite
White collar	47.9	20.8
Professors and Technicians	13.3	6.9
Managers and Officials	10.9	2.6
Clerical	16.8	9.4
Sales	7.0	1.9
Blue collar	36.1	41.7
Craftsmen	13.6	7.5
Operatives	18.3	22.4
Laborers	4.2	11.7
Service	10.9	31.4
Private Household	2.0	11.8
Other	8.9	19.6
Farm	5.1	6.1
Managers	3.0	1.6
Laborers	2.1	4.5
Unemployed	2.9	9.9

Although unemployment runs close to the national average, it is 3 times higher in the ghetto areas; a few training programs has produced very few jobs in local industry. Actually, there is a labor shortage in Unistat for factories have built faster than labor moved in. There is always more unskilled labor than the unskilled labor market demands, and these are usually found among the nonwhite and/or the minority groups.

24.17% of the people are directly dependent upon defense contracts. More are, of course, somewhat dependent upon the defense contracts, but indirectly so.

Marital status is:

	White	Nonwhite
Single	23.1	28.4
Married	66.5	58.4
Spouse present	63.9	48.1
Spouse absent	2.7	10.3
Separated	1.3	7.2
Widowed	7.8	9.4
Divorced	2.6	3.8

Age distribution is:

18 and under	40%
19 - 24	6%
25 - 64	45%
65 - 75	6%
75 and over	3%

People owning their home and living in it is:

White	64%
Nonwhite	38%
Total	62%
Nonfarm	61%
Farm	74%

CREDITS:

Western Behavioral Sciences Institute, Cook 6-11-68

Statistical Abstract of the United States

Form of Government:	Mayor, Council, incorporated as a town in 1833 and as a city in 1849.
Population:	1,001,969 (1965 special U.S. census report)
Area:	2,900 square miles
Altitude:	822 feet above sea level
Climate:	Mean annual temperature, 55 degrees F.; Average on rainfall, 38 inches
Parks:	181 (at least one square block or more) 21,969 acres 250 (one-half square block or less) valued at $19,201,969 11 municipal golf courses
Assessed taxable Valuation:	1,119,201,969 with $196.976 mills per $1,000 tax rate (1968 assessed valuation)
Bonded debt:	$196,900,000 (January, 1968)

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Financial data:	42 banks, with to [illegible] ary 1, 1968) and total resources of [illegible] (January 1, 1968)
Telephones in service:	819,693 (January 1, 1968)
Building and Construction:	36,521 permits, with total value of $273,819,690 issued in 1968
Auto registrations:	819,695 passenger cars, 91,969 trucks
City services:	Fire Department Police Department (with riot and vice squads) Bus line Water treatment (fluoride added) 2 sewage treatment plants Garbage pick-up Stadium amphitheater Indoor Civic Center Museum -- natural history; art Zoo
Educational facilities:	35 high schools (11 private or parochial) 60 junior high schools (21 private or parochial) 321 elementary schools (110 private or parochial) State University of 21,000 students 3 private liberal arts colleges 3 public junior colleges 2 private junior colleges
Private services:	16 hospitals, 8,000 beds (includes 2 General Hospitals) (one of the hospitals has a successful heart transplant team) 4 television stations 9 radio stations 2 large municipal airports, with control towers and runways 150 feet by 10,000 feet, all concrete 12 small airports 1 U.S. Air Force Strategic Air Command Base Theaters Outdoor theaters 2 amusement parks Bowling alleys Roller rinks 32 private golf courses 4 daily newspapers, 2 Sunday 212 hotels and motels with 19,694 rooms
Industry:	2,736 manufacturing establishments employing 285,000 worker paying $986,419,690 in wages and producing products valued at $3,731,969,000 1 manned space missile plant 1 large military artillery plant 2 military munitions plants 2 clothing plants (1 totally for Air Force) 1 auto assembly plant (fully automated) 4 electronics plants 2 data processing equipment plants 2 auto assembly plants 4 food processing plants (2 totally automated) 2 meat packing plants 2 grain milling and cereal producing plants 2 steel mills (1 nearly automated) 3 heavy equipment plants 2 nuclear powered electrical output plants

City Game : Unistat

These are 50 Action Steps. Choose only as many as you think will work, no more than four in each four-year time period.

1) Levy a city income tax.
2) Raise the sales tax on luxuries.
3) Lobby for a city share of Federal income tax revenue.
4) Get state approval for the city to annex suburban areas - with or without their consent.
5) Collect admission fees from all nonresedents entering the city by train, bus or plane. Slap a hefty toll on incoming autos.
6) Switch to a city manager form of government with a nonpartican council.
7) Change the city charter, giving the mayor power to take more independence action and reducing the number of decisions requiring Council approval.
8) Elect councilmen by ward (assuring some minority rearosentation).
9) Guarantee proportionate representation of racial minorities on the council.
10) Eliminate the Council; submit all issues to an "automatic plebiscite," with citizens phoning their votes to a central computer.
11) Break up the city into separate, self-governing boroughs.
12) Allow the ghetto community to split off and form its own municipality.
13) Double the amount of public housing.
14) Sponsor low-cost private housing for poor families, with no no down payments and long-term mortgages.
15) Convert public-housing projects into cooperatives - owned and run by the residents.
16) Create a city- housing authority to own and rent all housing in the city.
17) Organize a special police riot squad (epuipped with tanks).
18) Provide guard dogs for patrolmen.
19) Disarm the police.
20) Disband the police and hire a private security company to protect the city.
21) Integrate the public schools by means of busing.
22) Start a new separate school system for "culturally deprived" youngsters.
23) Give city aid to private and parochial schools.
24) Decentralize schools; allow neighborhoods to run their own scools.
25) Eliminate prblic schools; give educational grants to families with children.
26) Pay a bonus to industry for every trainee recruited from among the hard-core unemployed, and provide tax credits for private job-training programs.
27) Support the symphony orchestra and an opera company with public funds.
28) Sponsor outdoor art shows and city-paid street musicians.

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29) Create greenswards — grassed or carpeted streets cosed to auto traffic.
30) Start an environmental control board to approve designs of all new buildings, renovations, signs and billboards.
31) Require local businessmen to stagger working hours and reduce the traffic load.
32) Build more inner - city highways and double downtown parking space.
33) Build an automated rapid - transit system.
34) Bar private cars downtown.
35) Give free medical care to all city residents.
36) Provide daily garbage collection in all parts of the city.
37) Ban trash burning in the city and regulate all waste disposal.
38) Require a year's residence before families are eligible for welfare.
39) Replace the welfare system with a guaranteed income.
40) Require the city to hire all able-bodied, unemployed men and women.
41) Reduce welfare payments.
42) Pass a strong anti-obscenity law and enforce it.
43) Fire all city employees who stride and withdraw recognition of any striking union.
44) Build a dome over the entire city to control climate and filter the air.
45) Develop city-owned vacation areas in the nearby countryside, with low-cost hotels, cottages and camping areas available to city residents.
46) Commission a study of the city's future growth and needs.
47) Start a city-financed "intellectual authority," to create a university and organize research companies as part of a think-tank complex.
48) Grant new industries a ten-year period free from all city taxed.
49) Build a city nuclear-power plant.
50) Put an income requirement on city residence: no family of four earning less than $5,000 a year would be permitted to remain.
w)
x)
y)
z)

* Look, June 11, 1968 "Colossus" from Cities issue.

CITIES

Kennedy Social Studies Program
Cities--Urbanization and Planning

Name ______________________
Period ______________________
Date ______________________

RECOMMENDATIONS FOR THE CITY OF UNISTAT

Four--Four Year City Development Plans

Introduction:
A. the condition of the city today
B. Goals for bettering Unistat
C. By the end of 1973 Unistat will begin to:

1973-77 Action Steps

1.

2.

3.

4.

Reasons

1.

2.

3.

4.

1977-81 Action Steps

1.

2.

3.

4.

Reasons

1.

2.

3.

4.

1981-85 Action Steps

1.

2.

3.

4.

Reasons

1.

2.

3.

4.

1985-89 Action Steps

1.

2.

3.

4.

Reasons

1.

2.

3.

4.

Concluding Summary, by 1990 Unistat will be:

Mod: Cities
Focal Concept: Urbanization
Name ____________________________

Concept: Dynamics of Urban Ecology
Activity: 2

Period __________ Date ______________________

KSSP

URBAN ECOLOGY TERMS

An understanding of the following terms will allow you to better realize and appreciate urban ecology (environmental situations within a city).

Standard Metropolitan Statistical Areas (SMSA)

Concentric Zone developments

Sector developments

Multi-Neclei developments

Inner-City

Core or Control Business District (CBD)

Slum

Apartment Dwellings

Neighborhood

Fringe Areas

Suburban Ring

Dormitory Suburb

Suburbs vs. Inner City

Urban Sprawl

Population Density

Social Economic Status (SES)

Identifiable Ethnicity (visible & invisible)

Culturalness

Human Interaction

Land Use

Megalopolis

Cosmopolis

Negropolis

Mod: Cities
Focal Concept: Urbanization
Concept: Dynamics of Urban Ecology
Activity: 1

STANDARD METROPOLITAN STATISTICAL AREA (SMSA)
POPULATION CRITERIA

1. Each SMSA must include at least:
    a. One city with 50,000 or more inhabitants, or
    b. Two cities having contiguous boundaries and constituting for general economic and social purposes, a single community with a combined population of at least 50,000, the smaller of which must have a population of at least 15,000.
2. If two or more adjacent counties each have a city of 50,000 inhabitants or more (or twin cities under 1 (b)) and the cities are within 20 miles of each other (city limits to limits), they will be included in the same area unless there is definite evidence that the two cities are not economically and socially integrated. (Areas may cross state lines.)

CRITERIA OF METROPOLITAN CHARACTER

3. At least 76% of the labor force of the county must be in the nonagricultural labor force.
4. In addition to Criterion 3, the county must meet at least one of the following conditions:
    a. It must have 50% or more of its population living in contiguous minor civil divisions with a density of at least 150 persons per square mile, in an unbroken chain of minor civil divisions with such density radiating from a central city in the area.
    b. The number of nonagricultural workers employed in the county containing the largest city in the area, or be the place of employment of 10,000 nonagricultural workers.
    c. The nonagricultural labor force living in the county must equal at least 10% of the number of the nonagricultural labor force living in the county containing the largest city in the area, or be the place of residence of a nonagricultural labor force of 10,000.
5. In New England . . . towns and cities are used in defining SMSA's . . . (and) because smaller units are used and more restricted areas result, a population density criterion of at least 100 persons per square mile is used as the measure of metropolitan character.

CRITERIA OF INTEGRATION

6. A county is regarded as integrated with the county or counties containing the central cities of the area if either of the following criteria is met:
    a. If 15% of the workers living in the county work in the county or counties containing central cities of the area, or
    b. If 25% of those working in the county live in the county or counties containing central cities in the area.

(Where data for Criteria 6(a) or (b) are not conclusive, other related types of information may be used based on such measures as telephone calls, newspaper circulation, charge accounts, delivery service practices, traffic counts, extent of public transportation, and extent to which local planning groups and other civic organizations operate jointly.)

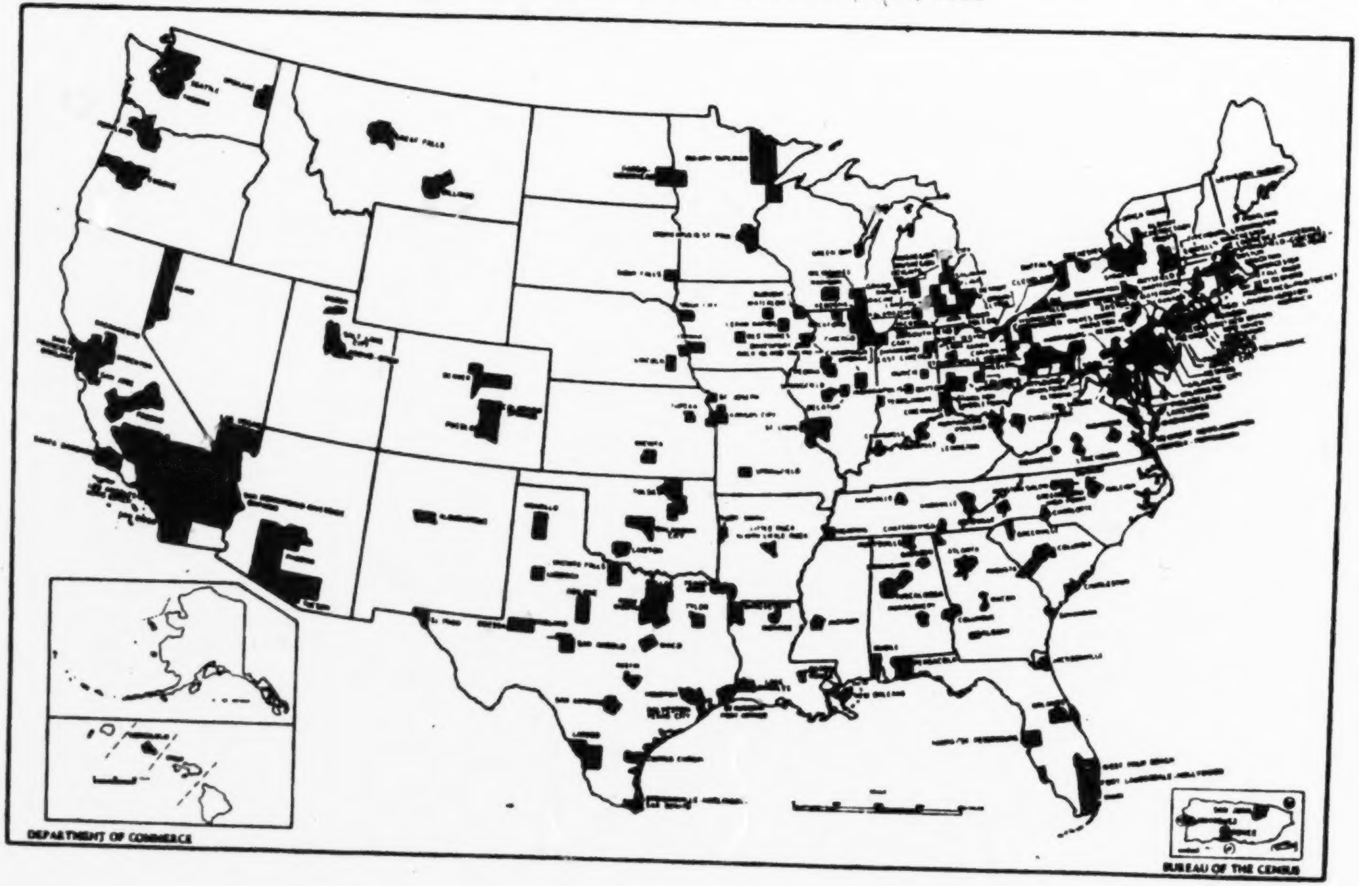
Linn County, which includes the Cedar Rapids - Marion Area, is defined as a SMSA. Data was collected on these categories in Linn County in the 1970 Census and cross-referenced with other variables:

Table A-1	Value of Owner Occupied Housing Units: 1970
Table A-2	Gross Rent of Renter Occupied Housing Units: 1970
Table A-3	Income in 1969 of Families and Primary Individuals in Owner and Renter Occupied Housing Units: 1970
Table A-4	Plumbing Facilities by Person Per Room for Owner and Renter Occupied Housing Units: 1970
Table A-5	Rooms in Owner and Renter Occupied Housing Unites: 1970
Table A-6	Units in Structure for Owner and Renter Occupied Housing Units: 1970
Table A-7	Household Composition for Owner and Renter Occupied Housing Units: 1970
Table A-8	Persons in Owner and Renter Occupied Housing Units: 1970
Table A-9	Duration of Vacancy for Year-Round Vacant for Sale and Vacant for Rend Housing Units: 1970
Table A-10	Sales Price Asked and Rent Asked for Year-Round Vacant Housing Units: 1970

These are examples of variables that might be cross-referenced under the categories.

Telephone available
Rooms
Water supply
Flush toilet
Bathtub or shower
Value
Contract rent
Heating equipment
Year structure built
Number of units in structure and whether a trailer
Bathrooms
Air conditioning
Stories, elevator in structure
Bedrooms
Clothes washing machine
Clothes dryer

STANDARD METROPOLITAN STATISTICAL AREAS, 1960



DEPARTMENT OF COMMERCE

BUREAU OF THE CENSUS

Total Population Fifteen Largest Cities and Their Metropolitan Areas 1960

	City	*SMSA*
New York, N. Y.	7,781,984	10,694,633
Chicago, Ill.	3,550,404	6,220,913
Los Angeles, Calif.	2,479,015	6,742,696
Philadelphia, Pa.	2,002,512	4,342,897
Detroit, Mich.	1,670,144	3,762,360
Baltimore, Md.	939,024	1,727,023
Houston, Texas	938,219	1,243,158
Cleveland, Ohio	876,050	1,796,595
Washington, D. C.	763,956	2,001,897
St. Louis, Mo.	750,026	2,060,103
Milwaukee, Wis.	741,324	1,194,290
San Francisco, Calif.	740,316	2,783,359
Boston, Mass.	697,197	2,589,301
Dallas, Texas	679,684	1,083,601
New Orleans, La.	627,525	868,480

SOURCE: U. S. Bureau of the Census. *1960 Census of Population. Population of Standard Metropolitan Statistical Areas: 1960 and 1950.* Supplementary Report PC(S1)-1, April 10, 1961.

Distribution of Population Between Major Cities and Their Surrounding Areas Fifteen Largest Cities in the United States 1950 and 1960

	Major City	Surrounding Area		Major City	Surrounding Area
New York, N. Y.			Washington, D. C.		
1950	82.6%	17.4%	1950	54.8%	45.2%
1960	72.8	27.2	1960	38.2	61.8
Chicago, Ill.			St. Louis, Mo.		
1950	69.9	30.1	1950	49.8	50.2
1960	57.1	42.9	1960	36.4	63.6
Los Angeles, Calif.			Milwaukee, Wis.		
1950	45.1	54.9	1950	66.6	33.4
1960	36.8	63.2	1960	62.1	37.9
Philadelphia, Pa.			San Francisco, Calif.		
1950	56.4	43.6	1950	34.6	65.4
1960	46.1	53.9	1960	26.6	73.4
Detroit, Mich.			Boston, Mass.		
1950	61.3	38.7	1950	33.2	66.8
1960	44.4	55.6	1960	26.9	73.1
Baltimore, Md.			Dallas, Texas		
1950	67.6	32.4	1950	58.4	41.6
1960	54.4	45.6	1960	62.7	37.3
Houston, Texas			New Orleans, La.		
1950	73.9	26.1	1950	83.2	16.8
1960	75.5	24.5	1960	72.3	27.7
Cleveland, Ohio					
1950	62.4	37.6			
1960	48.8	51.2			

SOURCE: Based on U. S. Bureau of the Census. *1960 Census of Population. Population of Standard Metropolitan Statistical Areas: 1960 and 1950.* Supplementary Report PC(S1)-1, April 10, 1961.

CENSUS TRACTS IN THE CEDAR RAPIDS, IOWA SMSA

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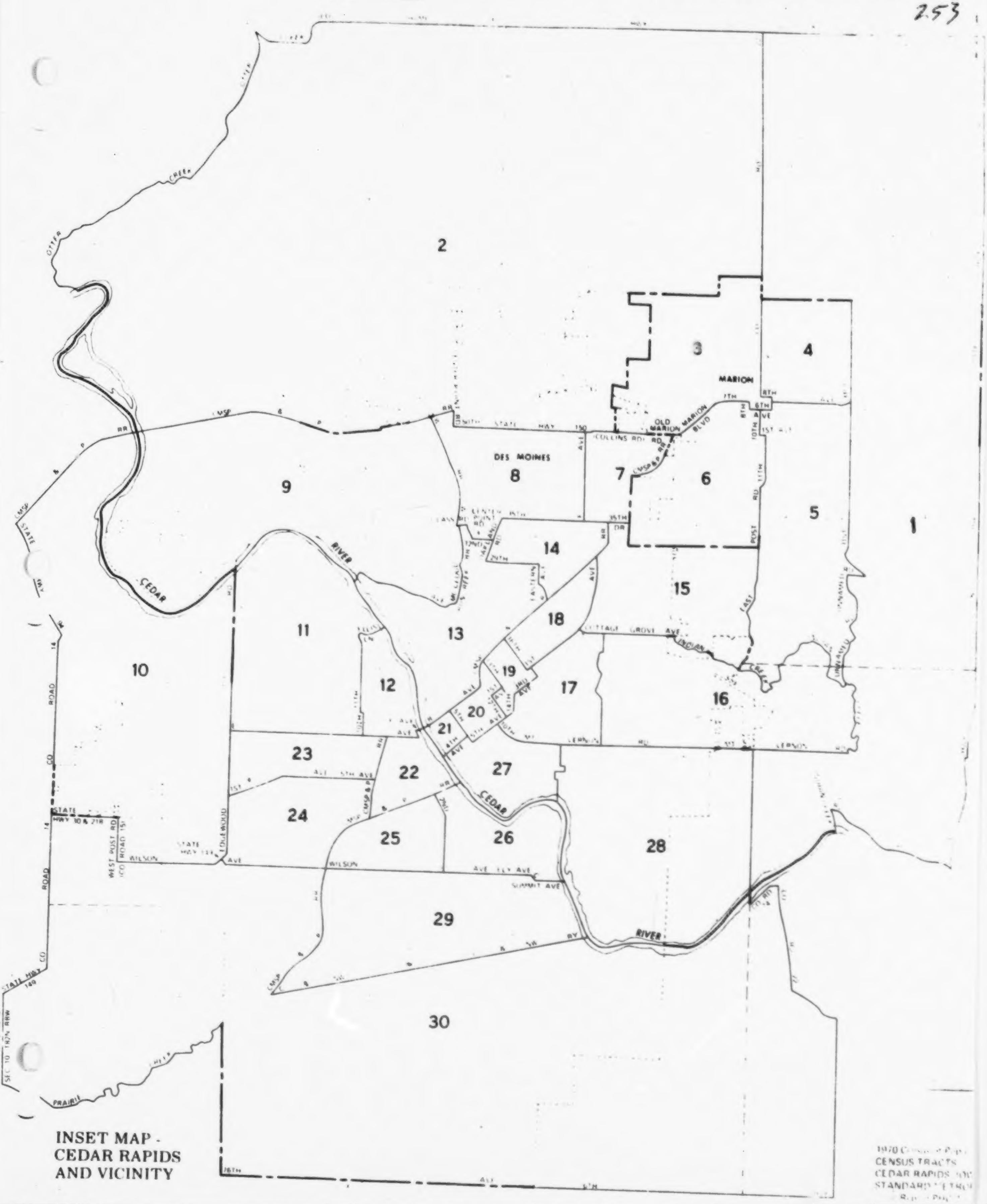
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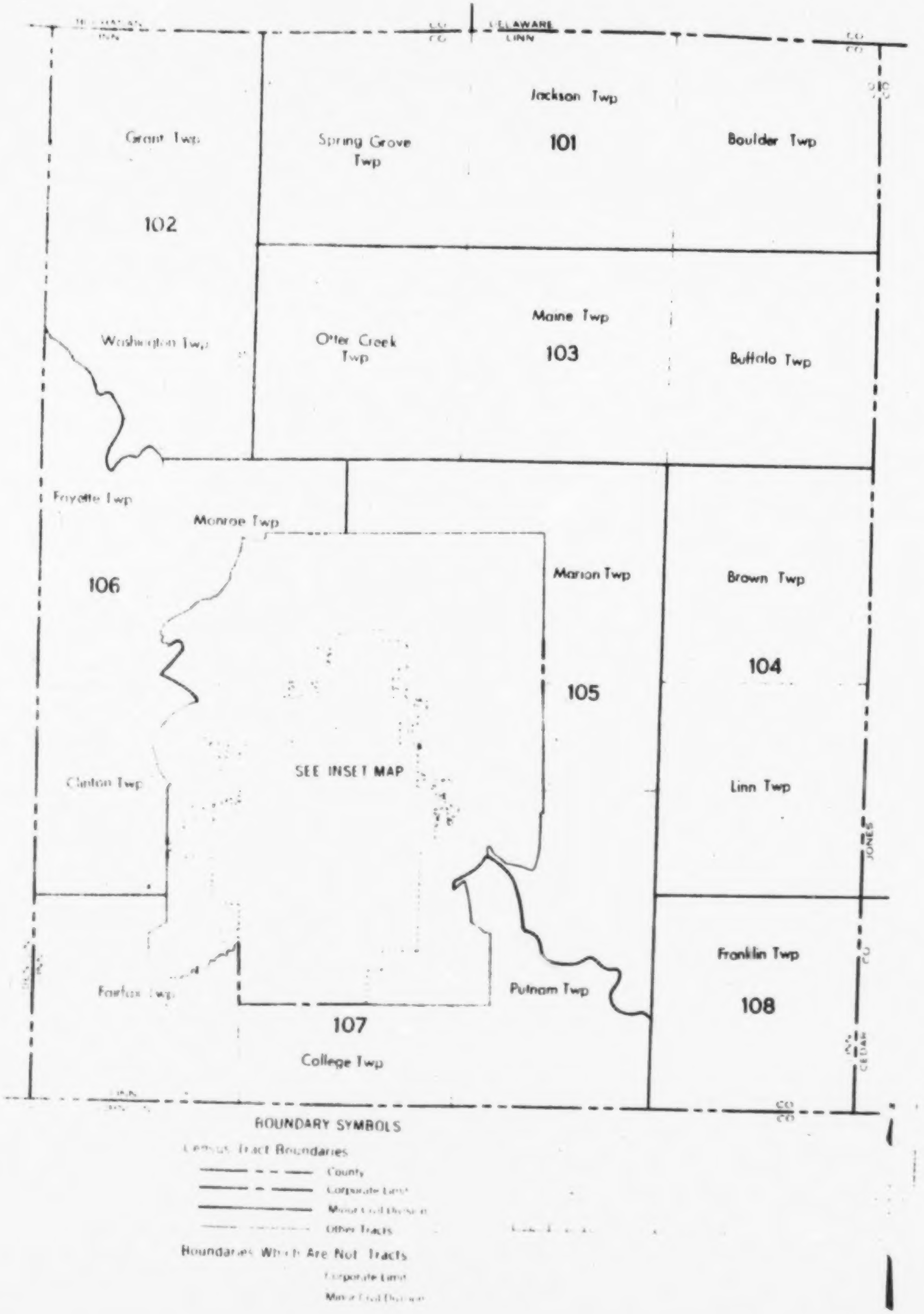
MARION
DES MOINES
OTTER CREEK
CEDAR RIVER
INDIAN CREEK
PRAIRIE CREEK
CMSP & P RR
STATE HWY 150
COLLINS RD
OLD MARION RD
MARION BLVD
CENTER POINT RD
CASS RD
COTTAGE GROVE AVE
VERNON RD
WILSON AVE
SUMMIT AVE
EDGEWOOD RD
WEST POST RD
STATE HWY 30 & 218
STATE HWY 149
CO ROAD 14
EAST POST RD
16TH AVE
76TH AVE

INSET MAP -
CEDAR RAPIDS
AND VICINITY

1970 C[illegible]
CENSUS TRACTS
CEDAR RAPIDS, IOW
STANDARD METRO
[illegible]

CENSUS TRACTS IN THE CEDAR RAPIDS, IOWA SMSA


LINN
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Grant Twp
102
Spring Grove Twp
Jackson Twp
101
Boulder Twp
Washington Twp
Otter Creek Twp
Maine Twp
103
Buffalo Twp
Fayette Twp
Monroe Twp
106
Marion Twp
Brown Twp
104
105
SEE INSET MAP
Clinton Twp
Linn Twp
JONES
Franklin Twp
108
CO
CEDAR
Fairfax Twp
Putnam Twp
107
College Twp
LINN
CO
CO
BOUNDARY SYMBOLS
Census Tract Boundaries
County
Corporate Limit
Minor Civil Division
Other Tracts
Boundaries Which Are Not Tracts
Corporate Limit
Minor Civil Division

Mod: Cities
Focal Concept: Urbanization

Concept: The Dynamics of Urban Ecology
Explainer: Density--Land Use
Activity: 2-D

Name________________________ Period__________ Date _________________

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LETTER TO THE EDITOR

"The plain truth of the matter is that the United States has failed miserable in trying to create liveable cities. Our larger cities, for the most part, have so many problems it is difficult to even list them all. Never has any major nation done such an inadequate job in maintaining successful cities as centers of human activity. Our recommendation is that the core area of our worst problemed cities should be abandoned, and turned into parks. Our suburban areas can and do provide the needed services and functions that have been poorly performed by our troubled core cities. The best use of the city's land space is to leave the destroyed core area and begin again where the chances of success are greater. There is a better alternative than urban; we should move to it now. I have moved to the suburbs; the city should too."

1. With reference to the idea of Land Use, what are your reactions to the ideas suggested in this person's letter to the editor?

2. If you were to reply to this letter, what ideas would you offer, and why?

Name: ______________________________ Date __________ Period ______
Mod: Cities
Concept: Power Structure
Focal Concept: Urbanization

KSSP

POWER STRUCTURE TERMS

Mass Public Transit -

Zoning Restrictions -

Public Housing -

235 Housing -

Regionalism -

Metropolitan Gov't. -

Home Rule -

"Community Control" -

Centralization of local Gov't. -

Decentralization of local Gov't. -

The Welfare drain -

Property Tax -

City Sales Tax -

City Income Tax -

Conditional grant -

Matching funds -

Municipal bonds -

Formal Power Structures -

Informal Power Structures -

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Mod: Cities
Focal Concept: Urbanization
Name_______________________________

Concept: Power Structure
Explainer: Jurisdiction-Finances
Activity: 2-A

Period ____________________ Date ______________________

KSSP

CITY FINANCES

Assume that you are a member of a city council, and you, the mayor, and the other members of the council desperately need to raise additional revenue to finance emergency street and bridge repairs. You are faced with the problem of where you are going to get this additional revenue. This is an election year and you and your colleagues wish to be re-elected. However, you are faced with a taxpayers revolt: city sales and property taxes are at an all time high; an income tax lead had been established two years before with much opposition; federal and state funding is out of the question since their money has already been received and spent.

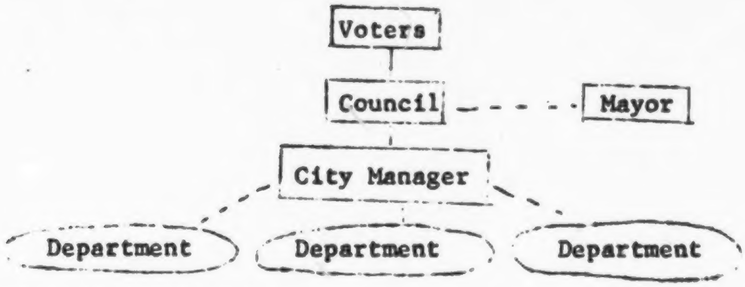
Since your goals, and those of your colleagues, are to raise revenue and be re-elected. (Which means you do not want to anger citizens with additional taxation;) how will you attempt to accomplish your goals?

CITIES

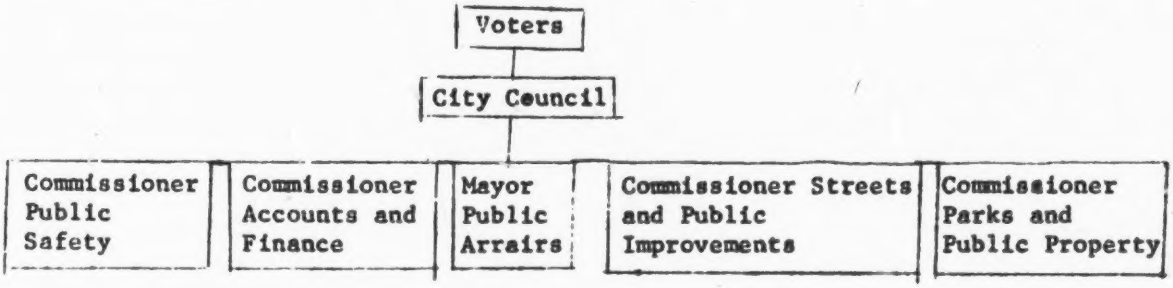
MUNICIPAL GOVERNMENT IN IOWA

1. Mayor - Council

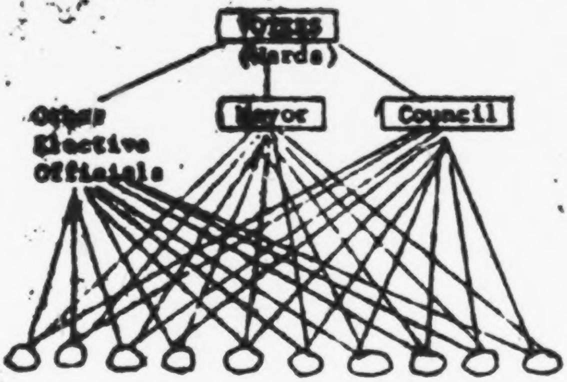
2. Council - Manager


Voters
Council
Mayor
City Manager
Department
Department
Department

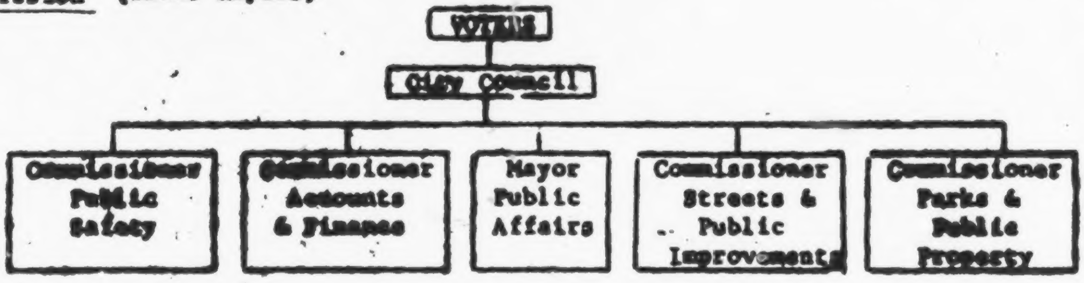
3. Commission (Cedar Rapids)


Voters
City Council
Commissioner Public Safety
Commissioner Accounts and Finance
Mayor Public Arrairs
Commissioner Streets and Public Improvements
Commissioner Parks and Public Property

1. Mayor-Council


VOTERS
(Wards)
Other
Elective
Officials
Mayor
Council

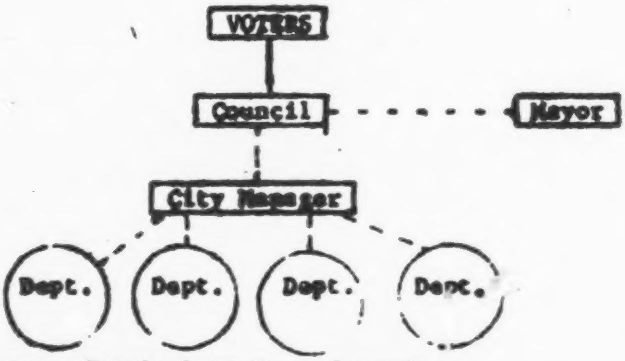
2. Commission (Cedar Rapids)


VOTERS
City Council
Commissioner Public Safety
Commissioner Accounts & Finance
Mayor Public Affairs
Commissioner Streets & Public Improvements
Commissioner Parks & Public Property

Boards, Commissions, City Water Department appointed & supervised by Council

a) 5 full-time Commissioners
b) each Commissioner heads a department
c) Commissioners are popularly elected for 2-year terms
d) Commissioners have both administrative and legislative authority
e) Mayor is president of Council (all Commissioners)

3. Council-Manager


VOTERS
Council
Mayor
City Manager
Dept.
Dept.
Dept.
Dept.

Two forms: by ordinance (Marion) or by referendum

Council: a) 5 persons elected at large on a nonpartisan ballot
b) 4-year overlapping terms
c) policy determining body
d) appoints city manager
e) selects Mayor from their own number

City Manager: a) chief administrator
b) appoints department heads
c) duties delegated by Iowa law

KSSP

CITIES

Concept Three, Power Structure

An introductory mini lecture on power, authority, governing an urban area.

What is present in a consideration of city government.:

1. The Sources of Power:
    - Money
    - Credit
    - Community
    - People
2. Institutions
    - Universities
    - Hospitals
    - Public Schools
3. Socio-Political Organizations
    - Unions
    - Political Clubs
    - Private Organizations
    - Public Organizations
4. Collectives
    - Minorities
    - Racial Groups
5. Individuals

Jurisdictional Responsibilities--Legal and Financial

A. Services and Functions expected of Governments
- Employment
- Health
- Safety
- Housing
- Transportation
- Education
- Recreation

B. Finance
- Revenue Raising and Expenditures

C. Centralization
- City Hall, Federal, State, and County Governments

CITIES, Concept Three continued

D. Decentralization

- Home Rule
- Community Control

CITY OF CEDAR RAPIDS, IOWA

DISTRIBUTION OF TAXES PAID IN 1972

(Based on 1971 Property Valuation)

Division of Property Taxes for 1972
If your Total Tax Bill is:

Tax Levied By:				$100.00	$300.00	$400.00	$500.00	$600.00
Assessor, State &								
Linn County Share	18.757	Mills =	13.45%	13.45	40.35	53.80	67.25	80.70
Schools	75.041	" =	53.82	53.82	161.46	215.28	269.10	322.92
City of Cedar Rapids	45.651	" =	32.73	32.73	98.19	130.92	163.65	196.38
Total	139.449		100.00%	100.00	300.00	400.00	500.00	600.00
Linn County Funds								
State Levy	—	Mills =	— %	—	—	—	—	—
Assessor	.659	" =	3.51	.47	1.41	1.88	2.35	2.82
General	3.000	" =	16.00	2.15	6.45	8.60	10.75	12.90
Emp. Retirement	.296	" =	1.58	.21	.63	.84	1.05	1.26
Emergency	1.000	" =	5.33	.72	2.16	2.88	3.60	4.32
Court Expenses	2.035	" =	10.85	1.46	4.38	5.84	7.30	8.76
Poor	3.693	" =	19.69	2.65	7.95	10.60	13.25	15.90
State Institutions	2.856	" =	15.23	2.05	6.15	8.20	10.25	12.30
Mental Health	.902	" =	4.81	.65	1.95	2.60	3.25	3.90
Health Services	1.832	" =	9.77	1.31	3.93	5.24	6.55	7.86
Soldiers Relief	.470	" =	2.51	.34	1.02	1.36	1.70	2.04
District Fairs	.173	" =	.92	.12	.36	.48	.60	.72
Voting Machine	.107	" =	.57	.08	.24	.32	.40	.48
County Conservation	1.000	" =	5.33	.72	2.16	2.88	3.60	4.32
County Agric. Ext.	.089	" =	.47	.06	.18	.24	.30	.36
Bangs	.027	" =	.14	.02	.06	.08	.10	.12
Secondary Road	.618	" =	3.29	.44	1.32	1.76	2.20	2.64
Total County Levy	18.757		100.00%	13.45	40.35	53.80	67.25	80.70
Schools								
C.R. Community	69.660	Mills =	92.83%	49.96	149.88	199.84	249.80	299.76
County Board of Ed.	3.873	" =	5.16	2.78	8.34	11.12	13.90	16.68
Kirkwood	1.508	" =	2.01	1.08	3.24	4.32	5.40	6.48
Total Schools	75.041		100.00%	53.82	161.46	215.28	269.10	322.92
City of Cedar Rapids								
General	1.658	Mills =	3.63%	1.19	3.57	4.76	5.95	7.14
Street	4.876	" =	10.68	3.50	10.50	14.00	17.50	21.00
Public Safety	13.306	" =	29.15	9.54	28.62	38.16	47.70	57.24
Sanitation	3.421	" =	7.49	2.45	7.35	9.80	12.25	14.70
Municipal Enterprise	2.449	" =	5.36	1.75	5.25	7.00	8.75	10.50
Recreation	2.778	" =	6.09	1.99	5.97	7.96	9.95	11.94
Light	1.512	" =	3.31	1.08	3.24	4.32	5.40	6.48
Debt Service	11.002	" =	24.10	7.89	23.67	31.56	39.45	47.34
Trust & Agency	4.649	" =	10.19	3.34	10.02	13.36	16.70	20.04
Total City	45.651		100.00%	32.73	98.19	130.92	163.65	196.38

DISTRIBUTION OF TAXES PAID IN 1972 BY FUNDS FOR CEDAR RAPIDS

Division of Property Taxes for 1972
If your Total Tax Bill is:

		$100.00	$300.00	$400.00	$500.00	$600.00
Ordinance	18.07%	.22	.66	.88	1.10	1.32
Engineering	12.90%	.15	.45	.60	.75	.90
City Hall	10.32%	.12	.36	.48	.60	.72
Contingent	39.36%	.47	1.41	1.88	2.35	2.82
City Plan	6.45%	.08	.24	.32	.40	.48
Building	12.90%	.15	.45	.60	.75	.90
General Total	100.00%	1.19	3.57	4.76	5.95	7.14
Streets	81.78%	2.86	8.58	11.44	14.30	17.16
Arborist	18.22%	.64	1.92	2.56	3.20	3.84
Street Total	100.00%	3.50	10.50	14.00	17.50	21.00
Municipal Court	2.56%	.25	.75	1.00	1.25	1.50
Fire Department	43.75%	4.17	12.51	16.68	20.85	25.02
Police Department	44.88%	4.28	12.84	17.12	21.40	25.68
Traffic	8.81%	.84	2.52	3.36	4.20	5.04
Public Safety Total	100.00%	9.54	28.62	38.16	47.70	57.24
Sewer	11.05%	.27	.81	1.08	1.35	1.62
Street Cleaning	38.12%	.93	2.79	3.72	4.65	5.58
Garbage Collection	50.83%	1.25	3.75	5.00	6.25	7.50
Sanitation	100.00%	2.45	7.35	9.80	12.25	14.70
Cemetery	1.23%	.02	.06	.08	.10	.12
Memorial	5.40%	.10	.30	.40	.50	.60
Library	66.36%	1.16	3.48	4.64	5.80	6.96
Riverfront	11.58%	.20	.60	.80	1.00	1.20
R.T.A. (Bus)	15.43%	.27	.81	1.08	1.35	1.62
Mun. Enterprise Tot.	100.00%	1.75	5.25	7.00	8.75	10.50
Parks	57.14%	1.14	3.42	4.56	5.70	6.84
Bank	2.04%	.04	.12	.16	.20	.24
Playground	39.46%	.78	2.34	3.12	3.90	4.68
Art Gallery	1.36%	.03	.09	.12	.15	.18
Recreation Total	100.00%	1.99	5.97	7.96	9.95	11.94
Lights (Streets)	100.00%	1.08	3.24	4.32	5.40	6.48
Airport Bonds	10.89%	.86	2.58	3.44	4.30	5.16
Arborist "	2.06%	.16	.48	.64	.80	.96
Bridge "	19.16%	1.51	4.53	6.04	7.55	9.06
Fire "	3.52%	.28	.84	1.12	1.40	1.68
Park "	6.99%	.55	1.65	2.20	2.75	3.30
Sewer "	52.51%	4.14	12.42	16.56	20.70	24.84
Street Imp. Bonds	1.89%	.15	.45	.60	.75	.90
Traffic Signal "	1.70%	.14	.42	.56	.70	.84
Swim Pool	1.28%	.10	.30	.40	.50	.60
Debt Service Total	100.00%	7.89	23.67	31.56	39.45	47.34
Fire Pens. & Ret.	29.27%	.98	2.94	3.92	4.90	5.88
Police Pens. & Ret.	31.30%	1.05	3.15	4.20	5.25	6.30
Emp. Retirement	39.43%	1.31	3.93	5.24	6.55	7.86
Trust & Agency Total	100.00%	3.34	10.02	13.36	16.70	20.04

Kennedy Social Studies Program

Name__________
Hour___
Date___

Cities: People, Problems and Government

I. In the course Cities, we have considered several important concepts(ideas). These concepts were:

1. City location and growth
2. Urbanization(city problems and life situations)
3. City government process
4. Urban planning and development.

You are asked to think about and then write one careful question dealing with each of these four concepts. Then carefully answer each of your four questions. (Your question and its answer must directly focus on what you now believe to be the most important generalized ideas dealing with that concept and area of city life.)

1. Question__________

ANSWER__________

2. QUESTION__________

ANSWER__________

3. QUESTION__________

ANSWER__________

4. QUESTION__________

ANSWER__________

11.*** Carefully consider and briefly respond to this question:
"How can our country's large cities be made governable so that people will feel that they are desireable places to live?"__________

NOTES TO THE INSTRUCTOR

I.M. Liberty, Justice and Order (#219)
Classification: Government Time Allocated: Six weeks
Focal Concept: Rule of Law
  Concept 1. The Social Contract
  Concept 2. Citizen Rights and Responsibilities
  Concept 3. Dissent
  Concept 4. Legal Balance

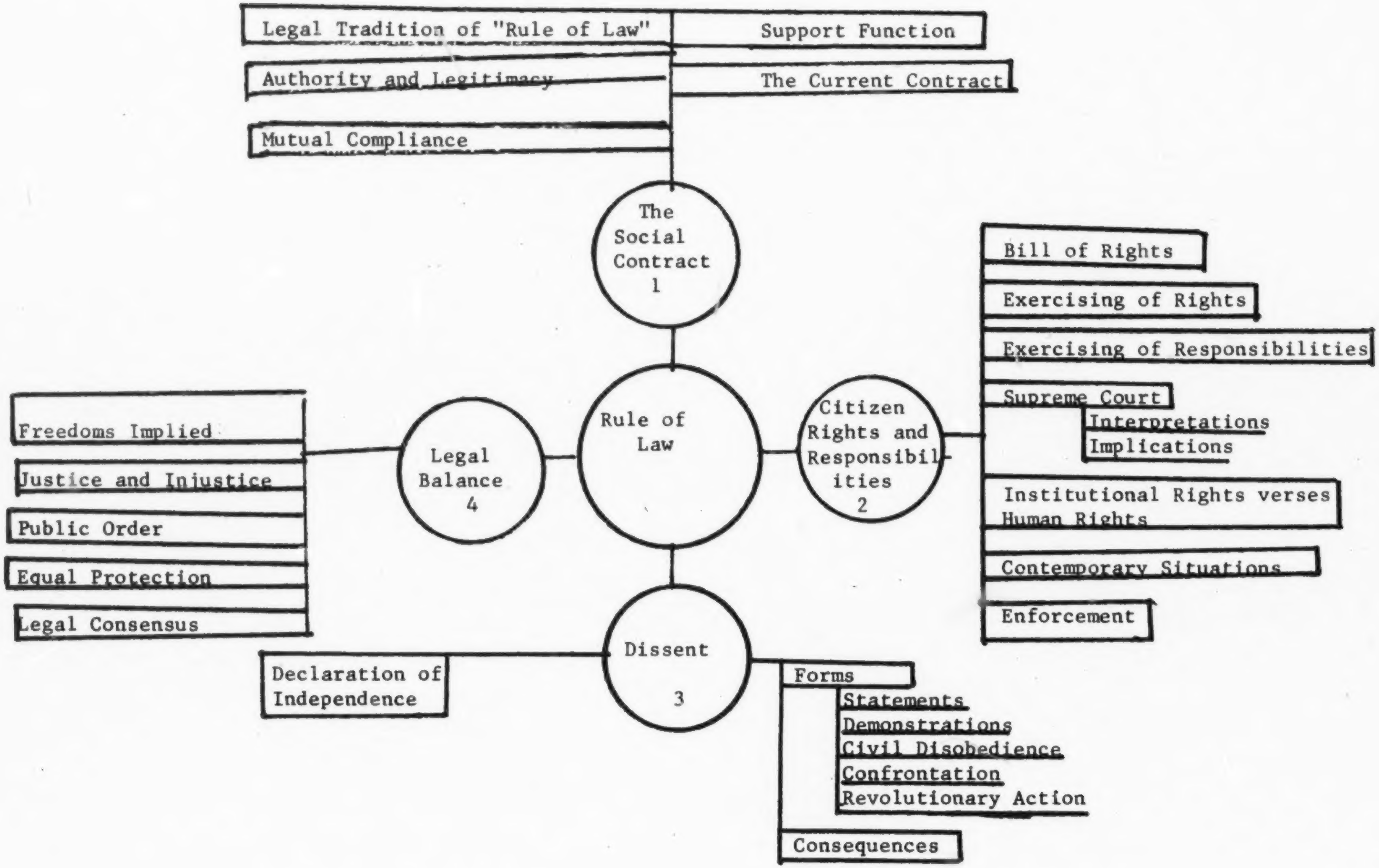
A Note to the Teacher:
This U.S. Government area course is one of four specialty Gov't. instructional modules, any one of which can be elected, and follows the initial six week mods are: Cities; Politics, and Political Patterns.

The instructor is advised to obtain the I.M. Liberty and Order developed under Project #71--summer, 1969 by Larson and Pitner from the Social Studies Coordinator at the ESC. Basic procedures, handouts and reprinted articles are in this unit.

Additionally, a sharp eye on current legal happenings by the astute instructor will keep Liberty, Justice and Order a current I.M. Much use should be made of hypothetical legal situations, mock trials, and speakers in or close to law enforcement.

A Note on Student Sources:
Concerning Dissent and Civil Disobedience by Fortas
AEP titles--Liberty Under Law; The Lawsuit; Religious Freedom; Rights of the Accused
Voices of Dissent, by F. Kane
Civil Liberties, Case Studies and the Law by Parker, O'Neil and Econopoaly
Country, Conscience and Conscription by Bressler and Bressler
Youth and the Law, Lecture in Urban America series
Scholastic Books; The McCarthy Era, 1950-1954 and Freedom and Control
The Supreme Court in American Life by L.F. James
The Walker Report--Rights in Conflict, introduced by Max Frankel
Public Affairs phamplet #433--Law and Justice, by J.L. Sax and Look magazine
Reprint, "Dissent or Destruction?" by Eric Sevaried, Sept. 5, 1967
Various issues of Synopsis and the ACLU bulletin Civil Liberties will prove helpful also.

LIBERTY, JUSTICE AND ORDER


Legal Tradition of "Rule of Law"
Support Function
Authority and Legitimacy
The Current Contract
Mutual Compliance
The Social Contract 1
Rule of Law
Citizen Rights and Responsibilities 2
Bill of Rights
Exercising of Rights
Exercising of Responsibilities
Supreme Court
Interpretations
Implications
Institutional Rights verses Human Rights
Contemporary Situations
Enforcement
Legal Balance 4
Freedoms Implied
Justice and Injustice
Public Order
Equal Protection
Legal Consensus
Dissent 3
Declaration of Independence
Forms
Statements
Demonstrations
Civil Disobedience
Confrontation
Revolutionary Action
Consequences

NOTES TO THE INSTRUCTOR

I.M.: Politics (#221)
Classification: Government area course
Time Allotted: Six weeks
Focal Concept: The Political Process
Concept 1. Political Tradition
Concept 2. Political Power
Concept 3. Political Action
Concept 4. Political Analysis

A Note to the Instructor:

This U.S. Government area course is one of four speciality Gov't. instructional modules; and one of which can be elected, and follows the initial six week course "Introduction to Government". The other three government specialty mods are: Cities; Liberty, Justice and Order; and Political Patterns.

This I.M. attempts to provide a basic background to the U.S. political heritage and system. Then the focus is shifted to studying practical politics, the various political aspects of an in-progress election campaign. Several "key" elections in this 1972 Presidential Election year will be followed and discussed. The the concern shifts to analyizing the practices, performance and role of politics in both U.S. national and our own lives today.

A careful contemporary knowledge and interest in the U.S. political scene is recommended if the instructor is going to adequatley function in this I.M. Here a reasoned enthusiasm can be contagious. Political developments will help determine the nature and presentation of this course, placing them in the perspective of the structure provided by this I.M. should be the task of the alert instructor.

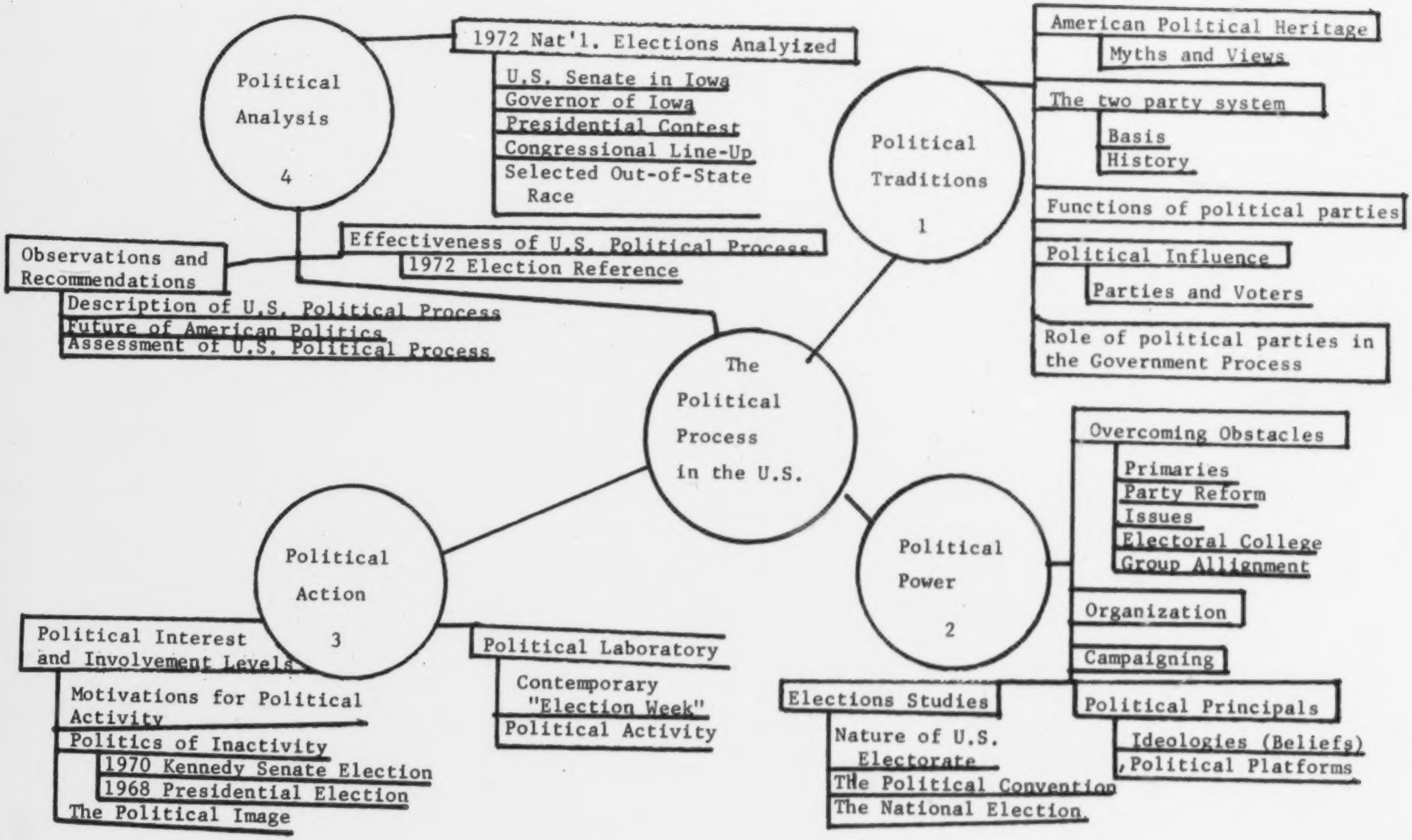
A Note on Student Sources:

1. The primary book relied upon is Political Parties in the U.S., AEP, 1970.
2. Some limited use is made from sections of other books; for these references consult the materials entry of the Teaching Guide, these include:
Making of the President, 1960, 1964, 1968 by Theodore White;
The Future of American Politics, by Samuel Lubell;
The Selling of the President, by Joe McGinniss;
The Last Hurrah, by Edwin O'Connor;
Convention, by Fletcher, Knebel, and Charles W. Bailey II;
Parties and Politics in America, by Clinton Rossiter;
The American Political Tradition, by R. Hofstadter;
Nominating Conventions and The Electoral College, by Scholastic Books;
Legislative Malapportionment by J.D. Barber;
and The Electoral College by the Eisenteins, from Center for Information on America;
and AEP's Universal Politics;
and others.
3. Many reprint articles have been selected, they are listed in this materials section.

4. Current information sources, media, the campaigns, and speakers should be utilized.
5. Reference should be made to the teaching unit "U.S. Politics", 1970 Kennedy Project; by Pitner and Wohlfiel. It is available through the District's Social Studies Coordinator at the ESC.

#221

POLITICS


The Political Process in the U.S.
Political Traditions 1
American Political Heritage
Myths and Views
The two party system
Basis
History
Functions of political parties
Political Influence
Parties and Voters
Role of political parties in the Government Process
Political Power 2
Overcoming Obstacles
Primaries
Party Reform
Issues
Electoral College
Group Allignment
Organization
Campaigning
Political Principals
Ideologies (Beliefs)
Political Platforms
Elections Studies
Nature of U.S. Electorate
THe Political Convention
The National Election
Political Action 3
Political Laboratory
Contemporary "Election Week"
Political Activity
Political Interest and Involvement Levels
Motivations for Political Activity
Politics of Inactivity
1970 Kennedy Senate Election
1968 Presidential Election
The Political Image
Political Analysis 4
1972 Nat'l. Elections Analyized
U.S. Senate in Iowa
Governor of Iowa
Presidential Contest
Congressional Line-Up
Selected Out-of-State Race
Effectiveness of U.S. Political Process
1972 Election Reference
Observations and Recommendations
Description of U.S. Political Process
Future of American Politics
Assessment of U.S. Political Process

Mod: Politics Focal Concept: Political Process Concept: Political Traditions (1)

Explainers	Materials	Skills	Activities	Dist.	Time
American Political Heritage: Myths and Beliefs	Introduction: 1. Pre-test given Handout: "An Intro. to the Political Process Handbook 2. AEP book, "Political Parties in the U.S." pp. 4-5		Act. 1 A. Students take 25 question Politics Attitude Survey. B. Then brief open disucssion in questions to some of its items. Act. 2 A. Read them, get into organization of a hypothetical student party stiuation. B. Take this "test". Get into groups: Then 5 groups are formed. C. Maneuver for adherents during two recruiting rounds. D. Briefly talk about this situation, relating to political parties		
Myths	"Political Myths Debunked" Cabant TV Handout: "Myths and Traditions in U.S. Politics"		Do it (a yes/no situation), in small groups briefly discuss students responses.		
Views	"Americans are More Hopeful" Article				
			*Student Activities are usually not inserted in this section. (Time did not permit; the instructor should devise his own appropriate activities using the materials referred to as the basis of his assignment situations.		

Mod: Politics Focal Concept: Political Process Concept: Political Traditions (1)

Explainers	Materials	Skills	Activities	Dist.	Time
The two party system	"Short Party "History" AEP Reading, "Politcal Parties in the U.S." pp.10-22 (Leme hire from AEP)				
Reasoning	"See Dangers in Political Party Unit in Bangladesh" Article "Fascists Gain in Italian Voting"				
History	Filmstrip: "Anatomy of U.S. Political Parties" 4 parts Reading "Selected Tables to Indicate Voting Preferences and Trends" "Presidents of the U.S."				

Mod: Politics Focal Concept: Political Process Concept: Political Traditions (1)

Explainers	Materials	Skills	Activities	Dist.	Time
Functions of Political Parties	AEP Reading "Political Parties in the U.S." pp. 6-9 Article: "Little Progress in Getting Voters Registered" "New Methods, Old Problems in Politics" "Wants Delegates Chosen on Party loyalty" "The New Populatism, Radicalizing the Middle" "Patronage Empire Fades Away" "Public Doubts Either Party Will Make Real Changes" "John Gardner's Common Cause Letter"				
Political Influence parties and voters	AEP Reading, Pol. Parties in the U.S. pp. 23-28 Their AEP reading, pp. 29-34 Handout: "The Voter Makes up his Mind" Art. "Poll: McGovern Trails, As Did Humphrey"				

Mod: Politics Focal Concept: Political Process Concept: Political Traditions (1)

Explainers	Materials	Skills	Activities	Dist.	Time
	"Why British Election Polls Went Wrong" "61% Oppose Nixon" "Agony of Getting Elected Repeals Many" AEP reading, pp. 40-46, "The Midville Campaign" "Factors that Influence and Allow Voter Predictability" "72 is the Year of the Computer in Iowa Politics" "Black Aims Outlined at Convention" "New Democratic Head: More Reform to Get Public Involved." "McGovern Strategists Plan Fund Drive" "Party Preference handout"				

Mod: Politics Focal Concept: Political Process Concept: Political Traditions (1)

Explainers	Materials	Skills	Activities	Dist.	Time
Role of Political Parties in the Gov't. Process	AEP Reading, "Pol. Parties in the U.S" pp. 35-39 "Pol. Party Organization-A Misleading View" "The Other Democratic Party: Labor, Office Holders, Old Pros" "Nixon's Pre-Convention Popularity Slips", Gallup				

Mod: Politics Focal Concept: Political Process Concept: Power (2)

Explainers	Materials	Skills	Activities	Dist.	Time
Obstacles to Gaining Power	"Thinks Assassins Encouraged by Open Season On Authority "				
1. Primaries	article: "Favor Nat'l. Primary" the Iowa Polls say "Primary Voters Fed Up with Men in Democratic Party"				
2. Party Reform	90% of Dem. Delegates Newcomers" "Dem. Party Reform Movement Seen Sagging" "Daley and Democratic Reform" "Steps Toward 1 Man 1 Voter in Political Parties" "Dem. State Convention to Vote on vast U.S. Reforms" " Dem. Party Reform Proposals Promised"				
3. Electoral College	"The Electoral College"				

Mod: Politics Focal Concept: Political Process Concept: Power (2)

Explainers	Materials	Skills	Activities	Dist.	Time
4. Reapportionment and Approtionment	"Congressional Redistricting Falls Short of Rep. High Hopes" "Representation and Apportionment" "Baker vs. Carr turns the tide"				
5. Issues	"A Liberal Woman Dem. Shakes Texas Establishment" Cartoons: "Bosses and Primary Battles" "Common Cause Referendum: The Issues" handout: "McGovern Turmoil will wreck Democrats", R. Wilson "New Coalition: What Can it Do? "Ethnics, Politics Reviver, People Need to Belong" "Dem. Arrogant Elite vs. Ethnics"				
Organization and Movement	"Top Spending Lobbies, 1966" "Sees McGovern Winning with Coalition of a new Center" article				

Mod: Politics Focal Concept: Political Process Concept: Power (2)

Explainers	Materials	Skills	Activities	Dist.	Time
	"Sees McGovern's Amateurs Learning Ways of Political Process", by Broder "Old Pro O'Brien Works With All Democrats" "Beef, Hides and Obstacles" Reading, "Effective Politicking" Handout: Organization Charts" Handout: Political Meetings" Worksheet Assignment #1 (to be completed by end of the work in Concept Political Power)				
Campaigning	"Laird Charges McGovern, Eagleton Deal on F-15." "Rep. Culvers Schedule for this Week" "Presidential Campaign, 1960" "Belittles New Populism as an Election-Winner"				

Mod: Politics Focal Concept: Political Process Concept: Power (2)

Explainers	Materials	Skills	Activities	Dist.	Time
	"Public Office in America is For Sale" "How Goes the Second Children's Crusade" "A Last Effort Within the System." "Nixon Strategy Revives an Old Goldwater Plan"				
Political Principals					
Platforms	"Saying a Lot of Nothing", article by D. Kanl				
Ideologies					
Elections Studies	Handout series, Past U.S. Elections "Nominating Process"				
Nature of U.S. Electorate	Newsweek, Oct. 25, 1971 article, "How Will Youth Vote? pp. 28-38, and "A Profile of the New Voter" pp. 38-49.				

Mod: Politics Focal Concept: Political Process Concept: Power (2)

Explainers	Materials	Skills	Activities	Dist.	Time
The Political Convention					
1968 Convention	Newsweek, Sept. 9, 1968, "The Battle of Chicago" pp. 24-46				
The National Election	Filmstrip "Political Conventions: Choosing the Candidates" 2 parts, 32 min.				
1968 Election	Excerpt handout: "The Making of the President" by T.W. White pp. 215-243 Article, "President '68, A Calm Review of a Wild Year" Quiz, Political Factors				

Mod: Politics Focal Concept: Political Process Concept: Political Action (3)

Explainers	Materials	Skills	Activities	Dist.	Time
Political Laboratory Contemporary Election Watch					
Political Activity	"Political Action Flow Chart"				
Political Interest and Involvement Levels					
	U.S. Election Setting Assignment				
Motivation for Political Action					

Mod: Politics Focal Concept: Political Process Concept: Political Action (3)

Explainers	Materials	Skills	Activities	Dist.	Time
Political Inactivity					
Case Study: 1970 Kennedy Senate Election	"A Student Gov't. Election Campaign"				
1968 Presidential Election					
The Political Image					

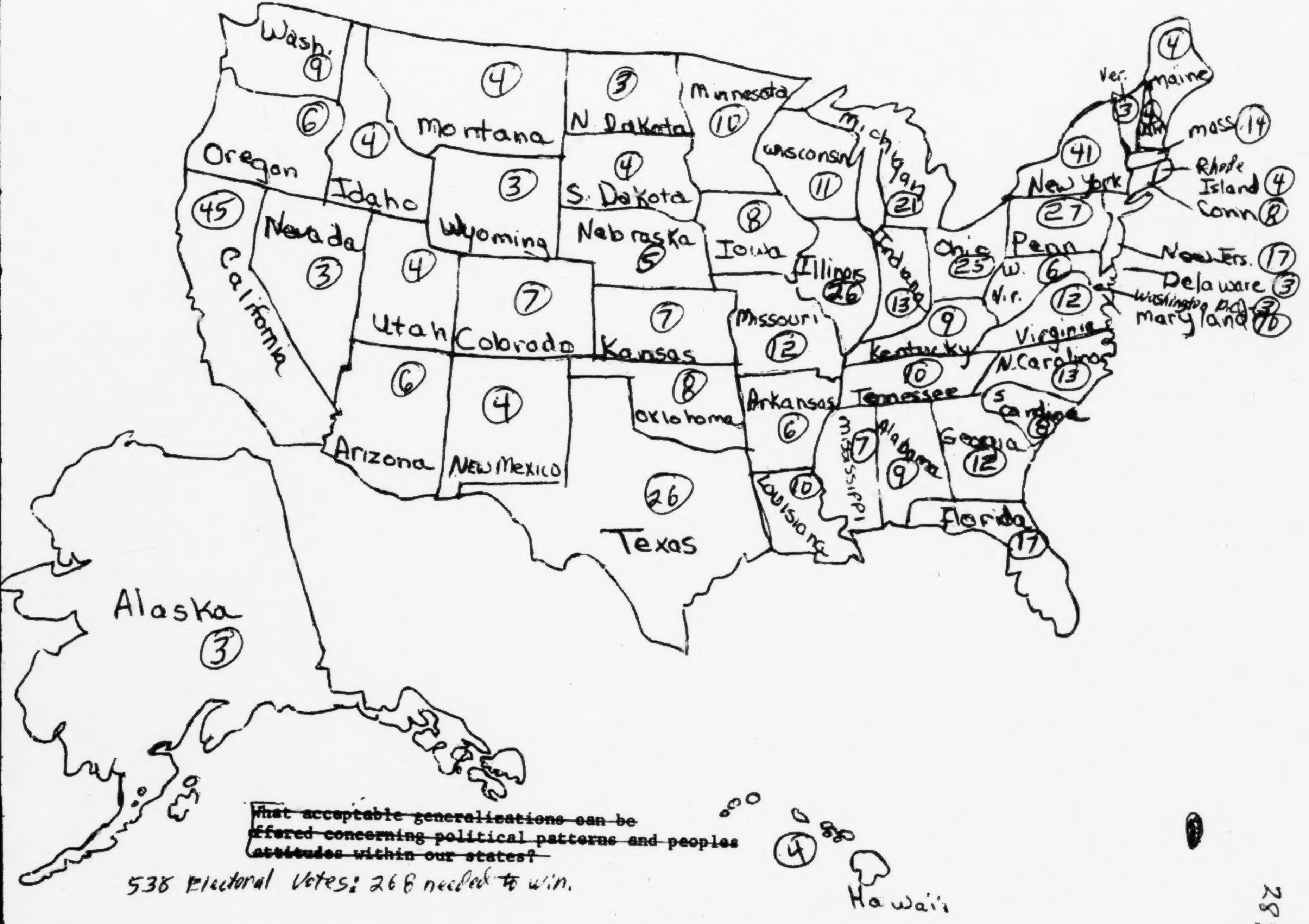
Mod: Politics Focal Concept: Political Process Concept: Political Analysis (4)

Explainers	Materials	Skills	Activities	Dist.	Time
1972 Election Analyzed 1972 Iowa's Senate Race					
Governor of Iowa					
President of U.S.	Chart: "General Election Information for 1972"				
Congressional line-up	Handout: "Election Watch Assignment				
Effectiveness of U.S. Political Process as seen in 1972 election	"Political Process Chart"				
	Test in"Politics" "Lets Take a Test"				

Mod: Politics Focal Concept: Political Process Concept: Political Analysis (4)

Explainers	Materials	Skills	Activities	Dist.	Time
Observations and Recommendations					
Description of U.S. Political Process					
Assessment of U.S. Political Process					
Future of U.S. Politics					

The United States; Electoral Vote in 1972, 1976, 1980 National Elections


Wash. 9
Oregon 6
California 45
Nevada 3
Idaho 4
Montana 4
Wyoming 3
Utah 4
Arizona 6
Colorado 7
New Mexico 4
N. Dakota 3
S. Dakota 4
Nebraska 5
Kansas 7
Oklahoma 8
Texas 26
Minnesota 10
Iowa 8
Missouri 12
Arkansas 6
Louisiana 10
Wisconsin 11
Illinois 26
Michigan 21
Indiana 13
Ohio 25
Kentucky 9
Tennessee 10
Mississippi 7
Alabama 9
Georgia 12
Florida 17
S Carolina 8
N. Carolina 13
Virginia 12
W. Vir. 6
Penn 27
New York 41
Ver. 3
4
Maine 4
Mass 14
Rhode Island 4
Conn 8
New Jers. 17
Delaware 3
Washington D.C. 3
Maryland 10
Alaska 3
Hawaii 4

~~What acceptable generalizations can be offered concerning political patterns and peoples attitudes within our states?~~

538 Electoral Votes: 268 needed to win.

Common Cause Referendum: The Issues

1. Make certain no U. S. President can ever again involve us in a war like Vietnam without clear-cut Congressional approval.
2. Conserve, protect and enhance the environment with strong sanctions against polluters.
3. Overhaul and revitalize government at all levels.
4. Equal opportunity in all areas of American life with effective action against discrimination based on sex, race or ethnic background.
5. Overhaul criminal justice system with emphasis on court and penal reform and improved police training and community relations.
6. Eliminate poverty through income maintenance, job training and creation, early education, improved social security.
7. Improve health care with emphasis on reforming the health care delivery system.
8. Improve education with emphasis on improving unequal financial resources for urban, suburban and rural areas.
9. Make decent housing available to all.
10. Increase programs for family planning.
11. Improve urban transportation through increased federal aid and stronger regional agencies.
12. Strengthen planning to accommodate the population growth expected by the year 2000.
13. Improve employment programs for both job training and job creation.
14. Improve consumer protection.
15. Achieve continued economic progress with reasonable wage and price stability.

Politics
Concept 3. Political Action
Explainer: Political Involvement

Name ______________________
Hour __________
Date ______________________

POLITICAL LABORATORY: A U.S. ELECTION SETTING

I. Work-up, and write a short paper (2-4 pages) in which you examine and consider one political campaign from three points of view: (You choose a candidage, think about his campaign, and examine it as follows:)
   1. A campaign advisor trying to guide that particular candidate to a successful election victory.
   2. A Newspaper reporter, trying to be objective and non-biased.
   3. You as a voter sizing up the situation.

II. An Oral report on your involvement as a volunteer worker for a local political candidate. For one day, part of one day, or longer, you should be a political intern, where you experience a days worth of campaigning by travel and association with the candidate. Prepare a one page summary of this experience. You must check in ahead of time with that candidates office to clear this, as well as with your Politics instructor and the Kennedy attendance office.

III. Attend and report on one or more political rallies or speeches that you attend. Hopefully, the candidates would be from different parties, both seeking the same office. (Type of meeting, size and nature of those people present, typeo of speech given, audience reaction, evaluate week of the campaign effort.)

IV. Write a script for a hypothetical film segment which would reveal how you would introduce and present a candidate of your choice to the public in a T.V. media exposure strategy. (2 - 3 pages) (Staging, backdrops or props, setting, comment, activity)

V. Prepare and carefully administer a political opinion poll in your neighborhood or class. Compile the results, and offer your report to the class, (2 - 3 pages). (Consult the book The Study of Local Politics by William H. Riker, available from the social studies staff.) You would need to interview 25 or more people. Carefully plan how you would phrase your questions, administer the questions, conduct your interviews, tabulate the results, and go about interpreting the results.

This assignment should be completed, and turned in by ____________________.

Name ____________________ Period ________

KSSP

POLITICS

Assignment #1 - Work Sheet.

This work sheet, obviously, refers to the readings listed in assignment sheet one. Look back over articles you have read in the handbook before you work on this sheet.

1. P . This auther beleives that the patronage system

   B. Give and example of patronage

   C. Your reaction to the system of patronage is that it

2. Ethnic Factors in Politics (2 articles) - A. What is meant by Ethnic politics?

   B. What new factors have influenced ethnic politics?

   C. How does the existence of ethnic politics in the U.S. influence our political parties?

3. Party Reform (3 articles) - A. What aspects of our present political party practices are reformers trying to change?

   B. Where is there so much controversy over reform withing the Democratic Party?

4. Electoral College - What are the main arguments for: doing away with this form of electing our presidents; keep it as it is?

5. Apportionment - A. From page 44A, why has Iowa lost a seat, and Florida gained, in the U.S. House of Representatives?

   B. What did the one-man, one vote issue, have to do with re-districting and the question of representation in the state and national legislature?

6. Gerrymander - A. What is it?

B. Is there, in your view, any reason to continue the practice of gerrymandering? Why?

C. Does the practice of gerrymandering show that our democracy and the politics that provide its government, are corrupt and unrepresentative? How?

7. Reapportionment? A. What, if any, was the political importance of the Baker & Carr Case of 1961?

B. Why do you think that reapportionment was or wasn't needed to make our government work more fairly and effectively?

8. Population Shift - A. What is happening to Iowa's population, what is the current trend?

B. What is happening in large cities and their suburbs across the U.S. in the process we call a population shift?

C. How does this population shift affect U.S. politics?

9. Political Participation - What have young people and what have older people learned from kids" who participate in political campaigns?

POLITICS
Attitude Survey

Instructions:

This is a questionaire designed to measure your attitude toward the following statements. In answering this questionaire, please make your judgements on the basis of how you feel about the statements listed below.

Based on this 1 to 5 scale, indicate your feelings concerning the statement. Put the number after each statement.

strongly agree	agree	don't know	disagree	strongly disagree
1	2	3	4	5

1. The Democrats are an example of a party devoted to one particular cause.
2. There is little political activity associated with student government at Kennedy Senior High.
3. Politics is the art of making laws.
4. Politicians are generally dishonest.
5. The U.S. has two political parties. USSR only has one; therefore the U.S. is twice as democratic as the USSR.
6. Every man and woman takes part in politics.
7. I would never run or seek political office.
8. I would be willing to work for a political candidate to gain his election.
9. A political party is a group of people who work to elect men to positions of power in the government.
10. Pressures of speical interest groups have little effect on the decisions made by our government.
11. Off year elections -non presidential years- held little interest for me.
12. Independents vote for individual candidates on the basis of which party is supporting them.
13. Third parties compromise their positions in order to appeal to a wider number of voters.
14. Machine voting and supporting political bosses is a blatant example of political corruption.
15. Parties sell their candidates to the voters.
16. Most people vote for a candidate because they hold view similar to that candidate's views on key issues.

17. Parties are uninterested in young people because they can't vote

18. Politics is the art of the possible.

19. The candidate who receives the largest popular vote becomes president of the U.S.

20. The most successful presidents and key officials in U.S. government have been men who were above politics.

21. If you have political opinions, you are in politics.

22. When people vote in a general election, they are voting as party members.

23. Men who are elected to office are usually those nominated by one of the minor political parties.

24. Political attitudes can be measured accurately.

25. The only people active in politics are those who run for office.

strongly agree	agree	don't know	disagree	strongly disagree
1	2	3	4	5

POLITICS QUIZ

Political Factors

1. Patronage -

2. Ethnic politics -

3. Reapportionment -

4. Electoral College -

5. Briefly explain the significance of the case of *Baker vs Carr*
(one sentence should be adequate)

6. Briefly compare and contrast the elections of 1960 and 1968.
Hint: Both involved Richard M. Nixon. You might briefly discuss such things as issues, image, methods or styles, campaigning, voter appeal and voter reaction.

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Politics
Concept: 4. Political Analysis

Explainer: 1972 Elections Analyzed

KSSP

ELECTION WATCH ASSIGNMENT

Politics in 1972
Part I.

Name ________ ________
Period ______

** You are asked to follow, for one week, two political campaigns **

A. One of them must be an election contest in Iowa, chosen from this list.
   1. Clark vs. Miller for U.S. Senate from Iowa
   2. Ray vs. Franzenberg race for Governor of Iowa
   3. Ellsworth vs. Culver for 2nd Iowa Congressional District
   *4. An Iowa race of your selection

B. One of them must be an election contest out of Iowa, of national interest, and should be chosen from this list.
   * An out of state election of national interest, your choice of election to follow.

Directions for Part I. (Do both parts A and B)

1. For part A of this assignment, you should include 3 articles concerned with this particular campaign. For Part B, pick 2 articles. They may be from newspapers, magazines or a summary of a TV situation you view. (Paste them on paper, turn them in with Assignment #2.)
2. For the Iowa campaign (Part A), keep a record of where the candidates campaigned that week. (location, and group they appeared before)
3. In a general way, indicate why the candidates are concentrating their campaigning where they are.
4. Compare the campaign style, tactics, and theme of the two opposing candidates. (a sentence or two on each of these 3 factors)
5. What are the key issues in this campaign? (think about why they are issues)
6. State your preference concerning the two candidates. Whom do you favor?

   Write a short (1 paragraph) editorial stating what you think about this particular election race and the candidates involved in it. (not more than ½ page) The complete assignments withing Part I, both A and B, should not exceed 2 pages, plus your mounted articles. It should be handed in by ______ ______________ ______.
7. If you wish to work up an additional optional assignment, you should get in touch with your instructor. He has an optional assignment situation, and will work out the details with you. This assignment would be due by ________ ________ ________________.

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Politics

KSSP

ELECTION WATCH ASSIGNMENT

Candidate Analysis
Part II.

Name ______________
Period ____________

Some questions for your consideration as you observe aspects of various campaigns before the 1970 off-year election. Whether you observe the campaign in newspapers, magazines, TV, or personal appearances of the candidates, these things should be questioned:

1. Why does this candidate seek this office?
2. What is his view toward this office?
3. What are his qualifications?
4. What specific measures or program does he have in mind?
5. Why is he better or less qualified than his opponent?
6. If elected, what is he going to do for us that will help meet our needs and desires?
7. How strong or compelling are his ties to his political party? Why?
8. If there are one or more truly important issues or factors at stake in this election, what are they?
9. How do you view this candidate, and why? Would you support and vote for him?
10. You may sense that some young people today believe our political system and our government are unresponsive to peoples' aspirations and grievances. What comments would you offer to this criticism of a process you are soon to be a part of?

THE UNITED STATES

Alaska
Washington
Oregon
California
Nevada
Idaho
Montana
Wyoming
Utah
Arizona
Colorado
New Mexico
North Dakota
South Dakota
Nebraska
Kansas
Oklahoma
Texas
Minne-sota
Iowa
Missouri
Arkansas
Louisiana
Wisconsin
Illinois
Michi-gan
Ind-iana
Ohio
Kentucky
Tennessee
Mississippi
Alabama
Georgia
Florida
South Carolina
North Carolina
Virginia
West Virginia
Pennsyl-vana
New York
New Hampshire
Vermont
Maine
massachusetts
Rhode Island
Connecticut
New Jersey
Delaware
maryland
Washington D.C.
Hawaii

JOHN GARDNER
COMMON CAUSE
WASHINGTON, D.C.

de-moc-ra-cy: government by the people, a form of government in which the supreme power is vested in the people, and exercised by them or by their elected agents under a free electoral system.

... Or is it?

Dear Fellow Citizen:

It's time to give this country back to its people. But where do we begin? And how?

Let's begin with ourselves. Right now. For too long we've sat idle while special interests working behind the scenes have shaped America's future almost without reference to the will of the people. Unless it is stopped now, this trend can lead to the eventual total decay of the system we cherish in this country. And none of us, I'm sure, wants that.

Now is the time for all good men and women to come to the aid of themselves -- to join in a citizen's lobby that will look out for the interests of us. You and me. The people.

Now is the time for Common Cause.

Common Cause is a very uncommon organization -- a constructive, independent, non-partisan movement of concerned citizens -- over 200,000 strong and growing! -- determined to help rebuild this nation. We invite you to join us. We are Americans who don't believe that mere complaining gets results. We intend to do something to get this nation back on its course. Many things are wrong. Many things must be done to correct them. And wishing won't make it happen. Action will. Our institutions don't move unless we push them -- and push them hard.

So we're pushing.

... On political campaign spending -- Uncontrolled campaign spending is a stench in the nostrils of ordinary Americans. It is compromising good men and corrupting weak men. Common Cause is fighting to control it and will continue until we succeed.

... On Congressional reform -- Common Cause was a major factor in making the tyrannical and archaic seniority

(next page, please)

system in Congress a national issue, and is credited by both Congress and the press with helping produce the first real crack in that system.

... On voting rights -- Common Cause was the chief citizen organization lobbying for the Constitutional Amendment to give 18-year-olds the right to vote. After the Amendment overwhelmingly passed both the Senate and the House, we fought for ratification state by state. No Amendment was ever ratified more swiftly.

... On the Vietnam War -- Common Cause has sought legislative action to name a date certain for withdrawal from Indochina -- and has pursued that goal through an extensive advertising campaign and a television program to bring the message to the people. Common Cause also organized the first effort in the House of Representatives for withdrawal from Indochina.

... On the SST -- "Common Cause deserves a world of credit for the tremendous job it played in rallying opposition to the SST and winning the fight." -- Senator William Proxmire

... On tax rules -- Together with Ralph Nader and others, we are suing to prevent the Treasury Department from effecting new depreciation regulations which would grant $39 billion in tax write-offs to a small segment of private industry over the next ten years -- all by White House order with no Congressional hearing or action.

We're lobbying for more effective tools to curb job discrimination ... We're working for reforms whereby rank-and-file party members (rather than "the boys in the back room") will select delegates to the national conventions ... We're directing efforts at state legislatures to break down barriers that limit participation in the election process ... We have worked for reform of the chaotic and unworkable welfare system.

As you have gathered by now, we don't just take positions. We enter into battle. And there are a lot of battles that need to be fought. For more jobs. For lower prices. For better housing.

But I don't need to tell you about the problems. You breathe the dirty air. You see the breakdown in both the administration of justice and in law enforcement. You feel the economic squeeze. Your children attend crowded schools. You pay the cost of inflation.

Let's face it. America today is not the nation it set out to be. And it never can be until we take some tough realistic steps

(next page, please)

to revitalize our institutions.

An impossible dream? Not really. True, in recent years, we have seen all too much complacency, narrow self-interest, meanness of mind and spirit, irrational hatred and fear. But as I travel around this country, I see something else. I see great remaining strength in this nation. I see deeper reserves of devotion and community concern than are now being tapped. I see many, many independent-minded, undefeated, caring, believing Americans who would like to rebuild this nation but don't know how to go about it. These people -- perhaps you are one of them -- are the resource, the only resource, that will heal this nation and set it again on the path to greatness.

Out of the desperate need to unite Americans who care that much, Common Cause was born.

When we first discussed the idea of Common Cause as a citizen's movement to lobby in the public interest, worldly-wise observers tried to tell us it wouldn't work. "The American people are too apathetic," they told us. "Citizen's movements always fail."

They were wrong.

Common Cause is working. New members are joining our ranks at the incredible rate of thousands each week. As Godfrey Sperling, one of Washington's most distinguished journalists, wrote in the Christian Science Monitor, "Common Cause in less than a year has made a significant impact on the government and on those who run the government."

And those who say that citizens' movements always fail just don't know their history. Such movements have been major creative forces in American life that have unquestionably helped mold our destiny. Without them, women wouldn't have the right to vote today and ten-year-old children would still be working in factories. There would be no civil rights movement, no labor movement, no peace movement. None of these came from the bureaucracy or from professional politicians. They welled up out of the people.

Our support is not only large, but enthusiastic. Teenagers are dedicated members of Common Cause. So are their parents. And their grandparents. So are blue collar workers, professional people, servicemen, businessmen, college professors, housewives, hard-hats, conservatives, liberals, rich, poor.

When you've got an organization with that kind of support, you've really got something going for this country!

We believe that the things that unite us as a people are far more important than the things that divide us. What binds us together in our quest is a strong desire to have democracy really work ... a desire to live in a country where the concern of government is what is right for the people, not just the special interest groups.

If you are one of the millions of Americans today who feel a sense of powerlessness, frustration and anger over what is happening in and to this country ... if you want to join in the fight to create a society dedicated to the pursuit of peace -- a society in which there is harmony between man and his natural environment -- a society in which technology serves human values -- in which our institutions do not imprison us and limit our decisions and scope -- in which each person is valuable in his own terms -- a society committed to the fulfillment of the individual, to the idea that individual dignity and worth do not depend on race, sex, money, family or status ...

... then join us. We need you. You need Common Cause. As a Member of Common Cause, you do more than lend your financial support to our intensive lobbying efforts for the people. As a Member, you are kept up to date on crucial issues before Congress. If you wish to speak and act in behalf of legislation designed to solve this nation's problems, we show you how to make your voice heard. We ask you what issues you want to see Common Cause focus its efforts on. You are part of a strong, growing core of enlightened citizenry determined to put democracy in this country back on its feet again.

You will find a Common Cause Membership Form enclosed with this letter. I urge you to fill it out, and mail it back today. We won't create a utopia overnight. We don't expect to. But even the longest journey starts with the first step.

Let us take that step together.

Sincerely,

John Gardner
Chairman

JG/js
Encs:

P. S. As a member of Common Cause you will be polled regularly to express your ranking of our national priorities. The democratic will of the members will be followed in determining which issues receive the immediate attention of our staff and the over 200,000 other members.

COMMON CAUSE
2100 M Street, N.W., Washington, D.C. 20037

1968 ELECTION Scorecard

	Elec. Vote-1972	Elec. Vote in 1968	1972 VOTE DEMOCRAT	REPUBLICAN	INDEPENDENT	1968 Vote DEMOCRAT	REPUBLICAN	Am. INDEPENDENT	1964 Vote DEMOCRAT	REPUBLICAN	1960 Vote DEMOCRAT	REPUBLICAN
Alabama	9	10				194,400	146,900	689,000	209,848	479,085	324,050	237,981
Alaska	3	3				35,400	37,500	10,000	44,329	22,930	29,809	30,953
Ariz	6	5				170,500	266,700	46,600	237,753	242,535	176,781	221,241
Arkansas	6	6				184,900	189,000	235,600	314,197	243,264	215,049	184,508
California	45	40				3,244,300	3,467,600	487,300	4,171,877	2,879,108	3,224,099	3,259,722
Colorado	7	6				331,100	409,300	60,800	476,024	296,767	330,629	402,242
Connecticut	8	8				621,600	556,700	76,650	826,269	390,996	657,055	365,813
Delaware	3	3				89,200	96,700	28,500	122,704	78,078	99,590	96,373
Florida	17	14				676,800	886,800	624,200	948,540	905,941	748,700	795,476
Georgia	12	12				334,400	366,600	535,550	522,557	616,600	456,638	274,472
Hawaii	4	4				141,300	91,400	3,500	163,249	44,022	92,410	92,295
Idaho	4	4				89,300	165,400	36,500	148,920	143,557	138,853	161,597
Illinois	26	26				2,039,800	2,174,800	391,000	2,796,833	1,905,946	2,379,876	2,368,988
Indiana	13	13				806,600	1,067,900	243,100	1,170,848	911,118	952,358	1,175,120
Iowa	8	9				476,700	619,100	66,400	733,030	449,148	550,565	722,381
Kansas	7	7				303,000	478,700	88,900	464,028	386,579	363,213	561,474
Kentucky	9	9				397,500	462,400	193,100	669,659	372,977	521,855	602,607
Louisiana	10	10				309,600	257,500	530,300	387,068	509,225	407,339	230,980
Maine	4	4				217,300	169,300	6,400	262,264	118,701	181,159	240,608
Maryland	10	10				538,300	518,000	178,700	730,912	385,495	565,808	489,538
Massachusetts	14	14				1,469,200	766,800	87,100	1,786,422	549,727	1,487,174	976,750
Michigan	21	21				1,593,100	1,370,700	332,100	2,136,615	1,060,152	1,687,269	1,620,428
Minnesota	10	10				857,700	658,600	68,900	991,117	559,624	779,933	757,915
Mississippi	7	7				150,600	88,500	415,300	52,618	356,528	108,362	73,561
Missouri	12	12				791,400	811,900	206,100	1,164,344	653,535	972,201	962,221
Montana	4	4				114,200	135,900	20,000	164,246	113,032	134,891	141,841

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1968 ELECTION Scorecard

State or Territory	Elect.Vote-1972	Elec Vote 1968	1972 VOTE DEMOCRAT	REPUBLICAN	INDEPENDENT	1968 Vote DEMOCRAT	REPUBLICAN	Am. INDEPENDENT	1964 Vote DEMOCRAT	REPUBLICAN	1960 Vot DEMOCRAT	REPUBLIC
Nebraska	5	5				170,800	321,200	44,900	307,307	276,847	232,542	380,
Nevada	3	3				60,600	73,200	20,400	79,339	56,094	54,880	52,
New Hampshire	4	4				130,600	154,900	11,200	182,065	104,029	137,772	157,
New Jersey	17	17				1,264,200	1,325,500	262,200	1,867,671	963,843	1,385,415	1,363,
New Mexico	4	4				130,100	169,700	25,700	194,017	131,838	156,027	153,7
New York	41	43				3,378,500	3,007,900	358,900	4,913,156	2,243,559	3,830,085	3,446,4
North Carolina	13	13				464,113	627,200	496,200	800,139	624,844	713,136	655,4
North Dakota	3	4				94,800	138,700	14,200	149,784	108,207	123,963	154,3
Ohio	25	26				1,700,600	1,791,000	467,500	2,498,331	1,470,865	1,944,248	2,217,6
Oklahoma	8	8				306,700	449,700	191,800	519,834	412,665	370,111	533,0
Oregon	6	6				358,900	408,433	49,700	501,017	282,779	367,402	408,0
Pennsylvania	27	29				2,259,400	2,090,000	387,600	3,130,954	167,657	2,556,282	2,439,9
Rhode Island	4	4				246,500	122,400	15,700	315,463	74,615	258,032	147,5
South Carolina	8	8				197,500	254,100	215,400	215,700	309,048	198,129	188,5
South Dakota	4	4				118,000	149,800	13,400	163,010	130,108	128,070	178,4
Tennessee	10	11				351,200	472,600	424,800	635,047	508,965	481,453	556,5
Texas	26	25				1,266,800	1,227,800	584,300	1,663,185	958,566	1,167,932	1,121,6
Utah	4	4				156,700	238,700	26,900	219,628	181,785	169,248	205,3
Vermont	3	3				70,300	85,100	5,100	107,674	54,868	69,186	98,1
Virginia	12	12				442,400	590,300	320,300	558,038	481,334	362,327	404,5
Washington	9	9				616,000	588,500	97,000	779,699	470,366	599,298	629,2
West Virginia	6	7				374,100	307,600	72,600	538,087	253,953	441,786	395,9
Wisconsin	11	12				748,800	810,000	127,800	1,050,424	638,495	830,805	895,1
Wyoming	3	3				45,200	70,900	11,100	80,718	61,998	63,331	77,4
Dist. of Columbia	3	3				139,600	31,000	—	169,796	280,101	No Vote 'till 19	
TOTALS	538	Popular Votes:				31,270,533	31,770,237	9,906,141	Others = 239,908.			
		%				42.7	43.4	13.5				
		Electoral				191	302	45				

po. 40.

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* 1968 Vote is rounded out to the nearest [illegible] votes.

POLITICS

The Voter Makes-Up His Mind

How Voters Decide:

1. Low correlation between issue position and vote
2. Personal Attractiveness of a candidate may have considerable effect
3. Party Identification is the strongest influence on voting behavior

Characteristics of Active Participants:

1. Politically Better Informed
2. Direct relationship between level of education and support for democratic principles
3. Men tend to vote more than women
4. The higher a person's income and educational level, the more likely he is to vote
5. Younger and older people tend to vote less than middle-aged
6. Republicans tend to vote more than Democrats
7. More people vote in national elections than in state or local elections
8. Voting varies according to party competition

POLITICS

Let's Take a Test

Test ________ Name ______________________________ Hour _____ Date __________

	Candidates	Party	Opponent	Position Sought
1.	Robert Ray			
2.	John Tapscott			
3.	Ted Ellsworth			
4.	Paul Franzenberg			
5.	Jack Miller			
6.	John Culver			
7.	Dick Clark			

8. Who is going to win the election for Linn County's County Attorney?
   a. Who? ______________________________
   b. What Political Party? ______________________________
   c. Why? ______________________________

9. All of the following were obstacles to the election of Hubert Humphrey in 1968 except:
   A. War in South East Asia;
   B. His long record as a conservative opposed to welfare measures;
   C. Defections from the democratic party;
   D. Inflation;
   E. Rioting at the 1968 democratic convention.

10. The third party candidacy of George Wallace in 1968 prompted debates and calls for repeal of the Constitution establishing:
    A. Specifications for party listing on the ballot;
    B. States Rights;
    C. Free time on T.V. and radio;
    D. The electoral college
    E. Free speech.

11. After one 9 week mod in U.S. Politics I know that:
    A. I should plan a political career;
    B. "All political parties die at last of swallowing their own lives."
    C. "Speech is silver, silence is golden."
    D. Political involvement is not for me.
    E. I don't understand basic ideas about U.S. Politics

    After selecting your best answer, explain why you feel about it the way you do: your ideas, support your sides, your motivation, your outlook.

Short Answers in Question Series

A. How do you become an informed voter? List 3 things.
   1. ______________________________
   2. ______________________________
   3. ______________________________

B. List 3 factors that help to determine how a person will vote.

1. ______________________________
2. ______________________________
3. ______________________________

C. In 1972 Iowa will lose a congressional seat because:

D. As a result, the Iowa legislature has been forced to:

E. List two good reasons why the 1972 Democratic National Convention was somewhat unique to other past U.S. Political Conventions held by our two major political parties; that is not in our convention tradition.

1. ______________________________
____
____
2. ______________________________
____
____

Essay Question (15 minutes)

We have spent some time studying the U.S. political process, and how this process provides us with a government. You should know some of the factors that are important to U.S. politics today, and how these considerations affect us.

Now, use 10 of the 14 terms or factors noted here as you tell in short essay how you would promote the candidacy of Melvin Z. Gurshka for the U.S. Senate from Iowa. As you use the terms, make sure you carefully explain what they mean as you relate it to the candacy of Gurshka and thus demonstrate your knowledge of Political ideas.

1. Patronage
2. Ethnic Factors
3. Polls
4. Party Reform
5. Apportionment
6. Gerrymander
7. Population Shifts
8. Political Participation
9. T.V. and the image
10. Party Bosses
11. "New Politics"
12. Middle Americans
13. Issues
14. Primary

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Underline the term where you use it, and put a number (1-10) above it where you use it.

*Remember, you are both trying to explain and use these terms as you tell how you will try to get your candidate elected. You are dealing with the U.S. Political Process.

Think about how you will develop your answer before you begin. Then, get started. Use the paper provided for writing your essay. Write legibly, and logically; get to work and carefully use 10 of these 14 political factors

Multiple Choice

12. Most political parties try to:
    A. Get everybody's vote;
    B. Differentiate themselves, and their program as much as possible from the opposition;
    C. Occupy the "Middle Ground" in regards to public opinion;
    D. Adopt radical ideas;
    E. All of the above.

13. Which one of these was not a major factor in the 1960 campaign pitting Kennedy against Nixon:
    A. Nixom's Health;
    B. Viet Nam;
    C. Kennedy's religion;
    D. T.V. debates;
    E. National defense.

14. Our "text book", Political Parties in the U.S., states that politics is:
    A. a needed institution begun at the insistance of Jefferson;
    B. The incompetent doing the un-needed for the unable;
    C. the art of the possible;
    D. an institution created by the Constitution to carry out its provisions;
    E. the tyranny of the majority abusing the minority.

15. Thinking about the history of U.S. political parties, we know that:
    A. The two major parties we have now were established by 1800;
    B. The U.S. Constitution provided for establishing political parties;
    C. Most Americans vote for the candidate or the issues, not the party;
    D. Political parties come and go, and are replaced by other parties;
    E. Third party movements have had little impact on the two major parties.

16. Criticisms of the Electoral Colleges include :
    A. that it gives too much power to states with larger populations;
    B. That it gives too much power to states with smaller populations;
    C. That it goes against the practice of direct democracy;
    D. Both A and C;
    E. Goth B and C.

17. In winning your party nomination, what is the most important thing to do?
    A. Present issues that appeal to the interest of the general party members;
    B. Win the party bosses favor;
    C. Accumulate a majority of delegate votes;
    D. Win the electoral vote;
    E. Utilize a patronage based ethnic gerry-mander while insuring your running backs are big and fast.

18. From the viewpoint of the Republican and Democratic parties, their most important task is probably to:
    A. elect candidates;
    B. get people out to vote;
    C. provide public service;
    D. Inform voters;
    E. All of the above are equally important.

An Introduction to the Political Process Handbook

Myths and Traditions in U.S. Politics

U.S. Politics

Effective Politicing

Political Action Flow Chart

Political Process Chart

Factors that Influence and Allow Voter Predictability

Rep. Culver's Schedule For This Week Listed (article)

Nominating Process

Presidential Campaign: 1960

Political Party Organization

Sample Organization Chart of Party Club

Political Meetings

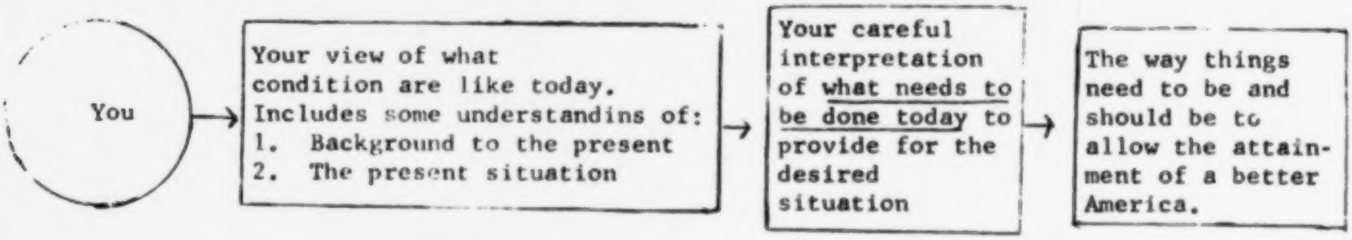
AN INTRODUCTION TO THE POLITICAL PROCESS HANDBOOK

Politics traditionally has been something many people talk about, but few people participate in its activities or understand its ways. Our goal is to learn more about U.S. politics and its process, and to be able to apply our learning from both class and the real outside world as we participate in a local concern election and analyze our own thoughts concerning politics.

What is your relationship to the political process? It ~~may soon be~~ is now voting at age eighteen, but it must be more than this. Participation in the political process is something that should be tried by everyone. Beyond this, something important is demanded. You must be informed, thoughtful and even clever citizen and voter. You must distinguish and choose alternatives, you must have the ability to make wise decisions, you must observe and carefully judge other peoples or groups words, actions, and goals.

The future of the extent of desirable and undesirable conditions and practices that exist in this country, affecting its government, politics, society, and individuals, will be influenced by your degree of acting on your understanding of what is going in this country. Young people are urged to, "work within the system for orderly change." You must be given the full opportunity to do this, and you should have political experiences working within the system. This is the promise of and protection for a nation operating under a system of truly representative democracy. Then, if the system can not be significantly influenced by its people as the combination of interests, politics, government actions, and social needs works out the condition and goals of our siciety, you and your age group will be changing the system to meet your interpretation of social necessity. Any strong institution can survive challanges and changes, your efforts can reaffirm and redirect the U.S. political process.

By chart, it might appear something like this:


You
Your view of what condition are like today. Includes some understandins of:
1. Background to the present
2. The present situation
Your careful interpretation of what needs to be done today to provide for the desired situation
The way things need to be and should be to allow the attainment of a better America.

Three of our four activity and study areas will focus on the present, and will stress your activity experiences, observations, and thought as you view the political process in an election year and in a local school election situation.

MYTHS AND TRADITIONS IN U.S. POLITICS

Several ideas which here are called 'Myths' help to understand what people believe concerning the U.S. political process.

Do you believe these ideas are 'myths'? Are they generally accurate?

Place a check in front of the idea if you agree that this idea is accurate; a zero if you believe the idea is a myth. (✓,0)

_____ 1. From 1865 until the depression of 1929, the Republicans were clearly the dominant political party and vote getting force in the U.S..

_____ 2. Most politicians and political causes are dishonest.

_____ 3. Third or fourth party movements had seldom had any importance in the political experience.

_____ 4. When it comes to major issues, there are very few differences between the two major political parties today.

_____ 5. City political machines were boss- ruled, corrupt, evil, served personal interests, and were basically un-American.

_____ 6. The Democratic party "stole" the 1960 election from the Republicans by fraudulent votes in Illinois and Texas.

_____ 7. Republicans are characterized by principles, Democrats by flexability; the result is Democrats today win more major elections than Republicans do.

_____ 8. A political party's main task is to win elections.

_____ 9. Politics are very much a major area of concern to most Americans.

_____10. Political party coalitions are breaking down.

_____11. Most Americans still have a trust and belief in the adequacy of the two major political parties and in political practices within our society.

_____12. Parties are more interested in their continued existence than they are in any reforms or changes.

Write out two ideas that you believe are 'myths' concerning U.S. politics.

1.

2.

Write out one idea that some people believe is a 'myth', and you believe is certainly not a myth involving U. S. politics.

1.

✓
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U.S. POLITICS

Several selected tables to indicate voting preferences and trends.

I. The rise and fall of Rebublican strength in our twelve largest non-Southern cities and the suburbs aroung them.

G.O.P. Rise and Fall in Cities and Suburbs

Election Year	Per-Cent Republican	Per-Cent in Nearby Suburbs Going GOP
1928	48	64
1932	36	51
1936	29	46
1940	38	53
1944	38	53
1948	41	56
1952	44	61
1956	47	63
1960	35	52
1964	26	40

II. Direction of Voting in Our Twelve Largest Cities

Election Year	Net Party Pluarily (majority of votes cast)
1920	1,540,000 Republican
1924	1,308,000 Republican
1928	210,000 Democratic
1932	1,791,000 Democratic
1936	3,479,000 Democratic
1940	2,112,000 Democratic
1944	2,230,000 Democratic
1948	1,481,000 Democratic

Source: The Future of American Politics, Samuel Ubell, 3rd edition 1965, Colophon Books.

* The Twelve Largest Cities in the U.S. (non-Southern)

New York City (1)
Chicago (2)
Philadelphia (5)
Pittsburg
Detriot (4)
Cleveland
Baltimore
St. Louis
Boston (5)
Milwaukee
San Francisco (6)
Los Angeles (3)

*Not by metropolitan statistic areas.

Politics
Cvp. & Power,
Exp. Organization ✓

EFFECTIVE POLITICKING:

1. Knowing the Community
Learn politics: by careful study, by working in politics.
Know: Sub-divisions of government maps
How the vote goes
Who lives where (ethnic groups)?
Who runs the government? (party leaders, district of political power)
Election laws
Local issues

2. Political Party Structure
A political party--"an organized group of the electorate that attempts to control government through the election of its candidates to office."

In general elections: about 50 of 100 possible voters in a precinct will vote. 25 of these back the majority party, 15 the minority party, and 10 scattered votes.

In the primary, about ½ of the above 25 will vote: so the majority would be 6-7 out of 100; so really persuading 4 people out of 7 in 100 who vote.

Political Party Structure || Government Structure:

Government	Political
Federal Government	Party National Committee
State Government	State Committee
County Government	County Committee
City Government	City Committee, Wards, Precincts
Citizens	Political Party members

Activities of Party Organizations
1. Organize to get out votes, win elections
2. Nominating or endorsing candidates (obtaining appealing candidates)
3. Provide services for the party and voters: socials, speakers, publicity
4. Fund raising
5. Manage available patronage

3. The Precinct Organization
"Find them, convince them, make sure they vote, and vote your way."
The Precinct is a political neighborhood.

4. Working Within the Party
"Power is where the lawmakers are made--not where the laws are made."
Roy Moley

Establish in almost 300 of 435 Congressional districts in the U.S., unitary in the major party's primary is equivalent to winning the election.
1. Register to vote, vote regularly in primaries
2. Join a political party

√
311

3. Know state election laws, party regulations
4. Make your voice heard in the party's nominating process so to influence the party to select candidates more representative of your thinking.
5. Work in the party, and try to help select good candidates
6. Financial support

Political party's equation is: persistance, realism, flexibility, compromising, working with and usually meet antagonizing people.

5. Need to Support Your Friends or Allies in Government

An interest group or association active in political influence should:

1. Maintain and increase membership
2. Educate your members
3. Liaison with the national organization
4. Select candidates your group will support
5. Coordinate candidate support activities of various state committees.
6. Add rally-raised funds

6. The Candidate Support Committee

1. A selected delegation calls on the candidate or his man
2. Offer help: financial, support, votes, volunteers
3. Establish general rules for its own activities
    - a. You will work closely with his campaign organization
    - b. Your volunteers will be used the way the candidate wants them to be used
    - c. Your financial aid spending must be controlled by the candidate
    - d. All publicity and press releases are cleared by his organization

7. The Political Campaign

To win an election one needs:

1. Candidates
2. Money
3. Precinct organization
4. Issues

Try out the vote of your people: hope others don't vote.
Work in harmony with the political organization and the campaign manager.

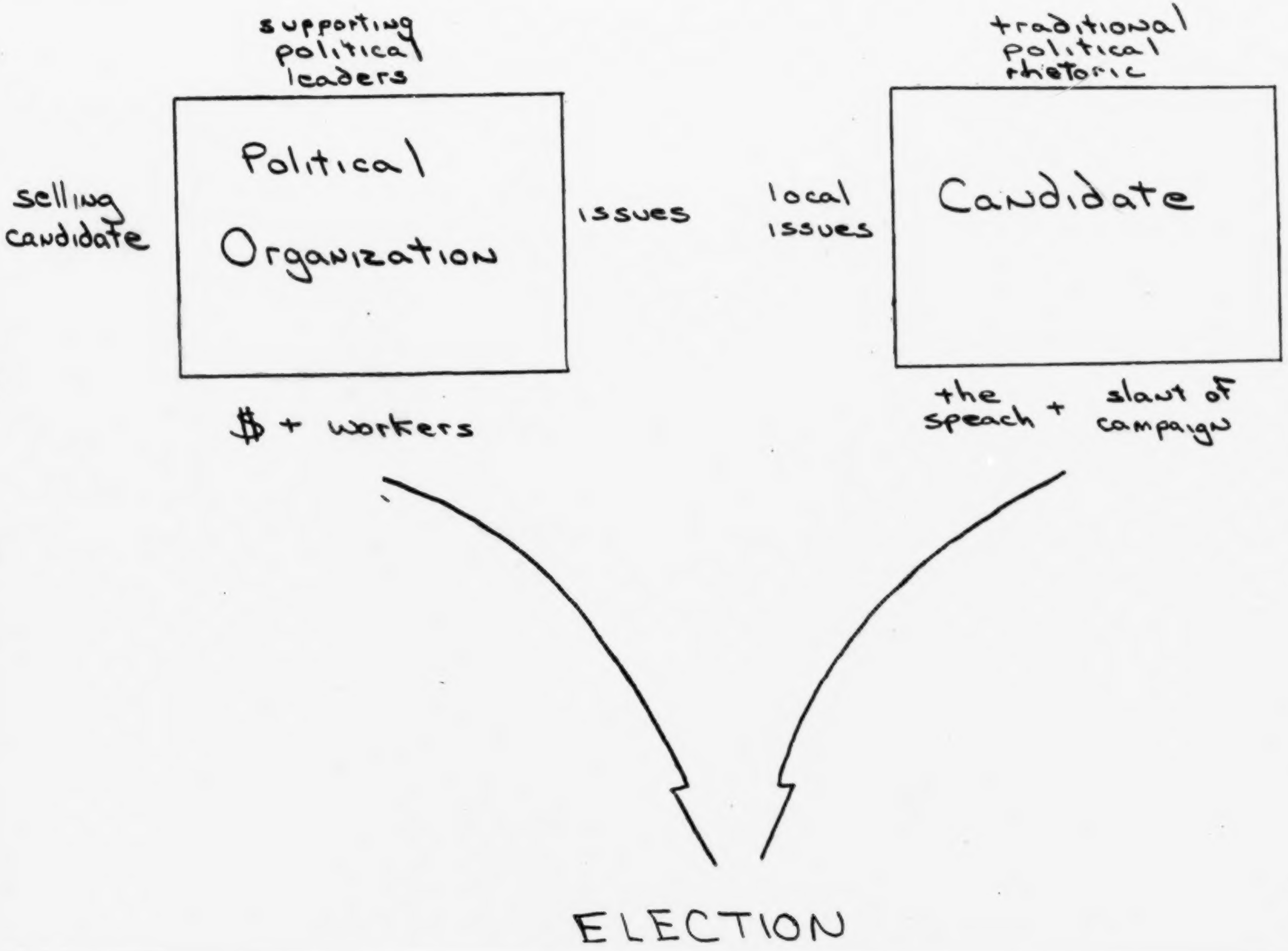
8. Politics--With the Woman in Mind

Very essential and helpful

AMA--A.M.A. Political Action Committee

[illegible]
[illegible]
[illegible]

Political Action Flow Chart

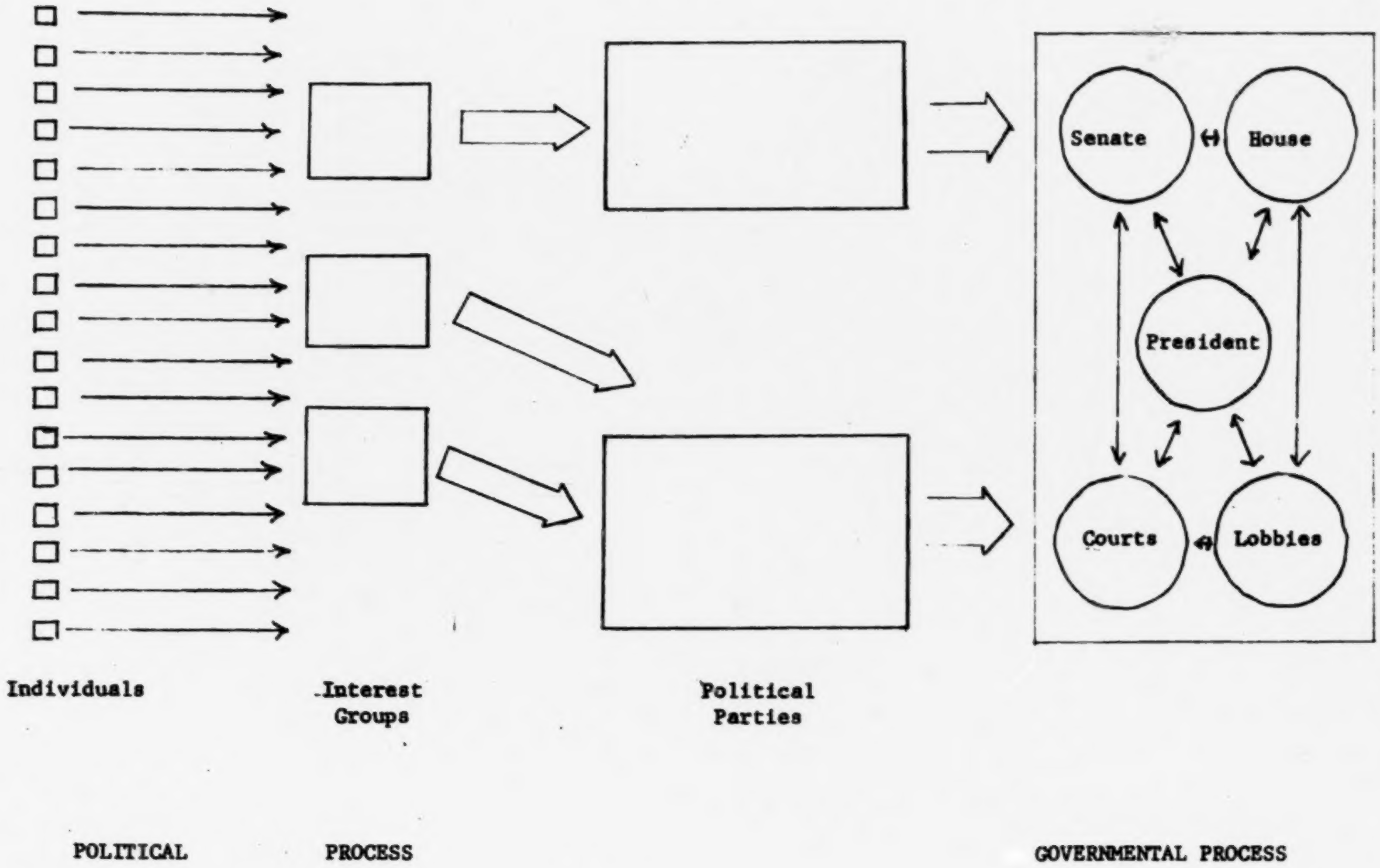

supporting political leaders
traditional political rhetoric
selling candidate
Political Organization
issues
local issues
Candidate
voter appeal
$ + workers
the speach + slant of campaign
ELECTION

3/2 1

Policy
Com, 4
Pol: Analysis
[illegible]

POLITICAL PROCESS

CHART


Senate
House
President
Courts
Lobbies
Individuals
Interest Groups
Political Parties
POLITICAL PROCESS
GOVERNMENTAL PROCESS

313 ✓

Wt.
Econ., Pat. Traditions
Educ., Pol. Affil.- Pol. [illegible]

FACTORS THAT INFLUENCE AND ALLOW VOTER PREDICTABILITY

Why people vote the way they do? (Internal characteristics)

- AGE
- Sex
- Economic situation
- Parental tradition
- Educational level
- Ethnic background
- Race
- Geography: Urban v. Rural: Sectionaliam
- Religious beliefs
- Membership and identification with special interest groups and organizations
- Use of leisure time
- Political party identification
- Fear, coercion and force

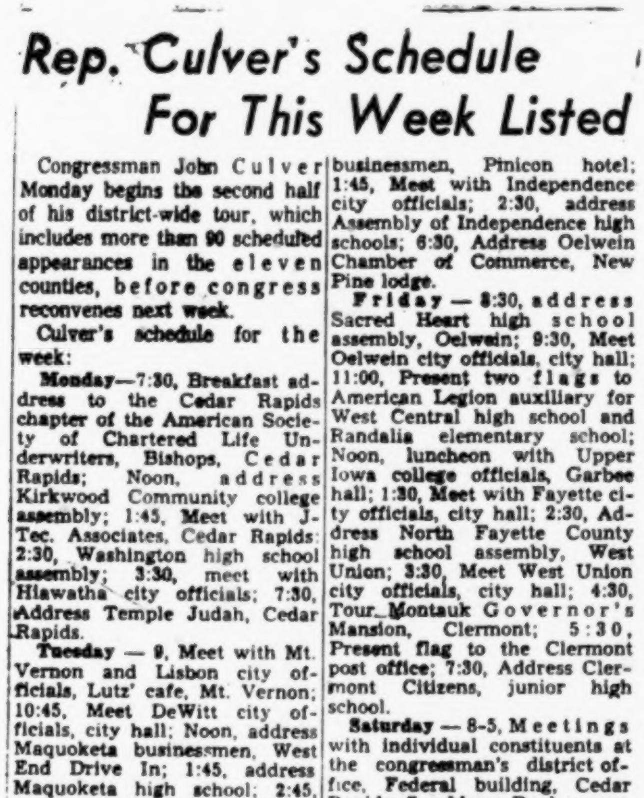
Linn County Election Figures--from 1970 World Almanac, p. 374.

1968 Presidential Election Results:

			1964	
(D) Humphrey	(R) Nixon	American Independent (Wallace)	(D) Johnson	(R) Goldwater
29,898,000	30,918,000	3,182,000	40,106,000	21, 845,000

(Con. 2. [illegible] Power ✓
Expl. Campaigning

A congressman and a politician visits his district. A schedule of fence-mending, visiting and politicing.



Rep. Culver's Schedule For This Week Listed

Congressman John Culver Monday begins the second half of his district-wide tour, which includes more than 90 scheduled appearances in the eleven counties, before congress reconvenes next week.

Culver's schedule for the week:

Monday—7:30, Breakfast address to the Cedar Rapids chapter of the American Society of Chartered Life Underwriters, Bishops, Cedar Rapids; Noon, address Kirkwood Community college assembly; 1:45, Meet with J-Tec. Associates, Cedar Rapids; 2:30, Washington high school assembly; 3:30, meet with Hiawatha city officials; 7:30, Address Temple Judah, Cedar Rapids.

Tuesday — 9, Meet with Mt. Vernon and Lisbon city officials, Lutz' cafe, Mt. Vernon; 10:45, Meet DeWitt city officials, city hall; Noon, address Maquoketa businessmen, West End Drive In; 1:45, address Maquoketa high school; 2:45, meet with Maquoketa city officials, city hall; 4, Present flag to the Delmar Cub Scout pack; 5, Present flag to American Legion for the LaMotte School, Bellevue; 5:45, meeting with Richard Norpel, president of the Great River Road Assn.; 7, meet with Bellevue city officials, city hall; 8, address joint meeting of Jackson County National Farmers' Assn., Library, Bellevue.

Wednesday — 8:30, address Cedar Rapids Kennedy high school assembly; 10:23, address Cedar Rapids Regis high school assembly; 11:25, visit Cedar Rapids defense contract office; Noon, address Cedar Rapids League of Women Voters National Issues committee, Indian House, Marion; 2:15, meet Center Point city officials, school; 3:30, present flag to the Collins Radio, IBEW hall; 7:30, Address Cedar Rapids Solo Parents club, YWCA.

Thursday — 7:30, Breakfast address to Waterloo Chamber of Commerce Legislative committee, Bishops; 11, Meet with Jesup city officials, Library; Noon, address Independence businessmen, Pinicon hotel; 1:45, Meet with Independence city officials; 2:30, address Assembly of Independence high schools; 6:30, Address Oelwein Chamber of Commerce, New Pine lodge.

Friday — 8:30, address Sacred Heart high school assembly, Oelwein; 9:30, Meet Oelwein city officials, city hall; 11:00, Present two flags to American Legion auxiliary for West Central high school and Randalia elementary school; Noon, luncheon with Upper Iowa college officials, Garbee hall; 1:30, Meet with Fayette city officials, city hall; 2:30, Address North Fayette County high school assembly, West Union; 3:30, Meet West Union city officials, city hall; 4:30, Tour Montauk Governor's Mansion, Clermont; 5:30, Present flag to the Clermont post office; 7:30, Address Clermont Citizens, junior high school.

Saturday — 8-5, Meetings with individual constituents at the congressman's district office, Federal building, Cedar Rapids; 7, address Dubuque chapter of the National Assn. of Letter Carriers, Puseteri's cafe.

Monday, Jan .19 — 8, Address Collin's Radio officials, Town House; 9:45, Address Anamosa high school assembly; 10:45, Meet with Anamosa city officials, city hall; Noon, Address to Rotary club, Montrose hotel, Cedar Rapids; 2:45, meet Monticello city officials, city hall; 4, Present flag to Boy Scout troop 70 at Amber, Community hall; 4:45, Meet with Onslow city officials, city hall; 5:45 Meet with Cascade city officials, Legion club; 7:30, Address Dubuque Labor Assembly, Driver's hall.

1/11/70
2nd Iowa
Congressional District

Pol.
Con. & Prac.,
Expl. – Electoral Model. –
Nature of U.S. Electorate

NOMINATING PROCESS

There were over 60 million people in the United States who could legally have been elected President in 1968. Yet in the actual election the voters had a real choice between only a few men. What happened to all those other possibilities? The answer is that they were **eliminated** by the nominating process. Obviously if nominations removed 99.9% of the possible candidates, the nominating process must be a very important part of our election system.

There are two different methods used for making nominations. One is the direct primary. The other is the party convention.

The direct primary is similar to a general election except that there are stricter requirements for voting in it. Senators, representatives, and most state and local officers are nominated by direct primary election. A man who wishes to get on the ballot usually announces he is a candidate and pays a fee. In some cases he must present a petition signed by a certain number of voters. A candidate may usually enter only his own party's primary.

Direct primary elections are either "open" or "closed." In the closed primary a voter may vote only in the primary of the party he publicly states he supports. In some states he must have registered with that particular party. In the open primary qualified persons may vote in the primary of whichever party they choose.

In most states the party organization will support one particular slate of candidates. Their success, however, is not always assured. There are some states, though, where the party organization is so powerful that a candidate who has party support will almost always win the nomination.

In some states, primarily in the South, there is only one party of any real strength. In such states the primary election is *the* election. For example, in a state such as Louisiana, the man who wins the Democratic primary for the nomination of Governor is almost assured of winning the general election.

The one kind of primary which does not result in the actual nomination of a candidate is the presidential primary. These are primaries which actually nominate delegates to the party convention. Would-be presidential candidates like to win these primaries because they tie up delegate votes at the national convention. They also put candidates into the national spotlight.

Party conventions provide the second method for making nominations. At these conventions delegates elected by members of the party meet to make plans for the party. Conventions are held at the precinct, ward, city, county, and state levels. At a party's state convention delegates write a platform and nominate candidates for various offices. In some states the delegates elect other delegates to go to the national convention.

The actual nominating of presidential candidates is done at each party's national convention. These are held during the summer preceding the election. Each state party organization sends a group of people, called delegates, to the party convention. Their main job is to nominate candidates to run for President and Vice-President. The conventions also fulfill other functions. They create enthusiasm for the parties. They issue a party platform which declares the party's positions on the important issues of the day.

The nominating begins with an alphabetical roll call of the state delegations. The delegates usually have come to the convention with a certain candidate they must vote for on the first ballot. For example, many states with presidential primaries require that delegates vote on the first ballot for the winner of the party primary.

During the first roll call, nominating and seconding speeches are made. Once each state has had its chance to nominate a candidate, the voting begins. If no one person receives a majority of the votes, then the voting begins all over again. At this time much activity goes on behind the scenes. Minor candidates gain influence as they are asked to give their votes to different men. By means of bargaining each convention finally unites behind one man. The nominee then recommends his own running-mate or opens up the choice for Vice-President to the convention. A vote is then taken.

Once the candidates are chosen, the convention's work is over. But the delegates have much more to do back home. They must return and work for the election of the man they have chosen as their candidate for the highest office in the land.

Ch. 2 Power, ✓
Expl. "Campaigning"

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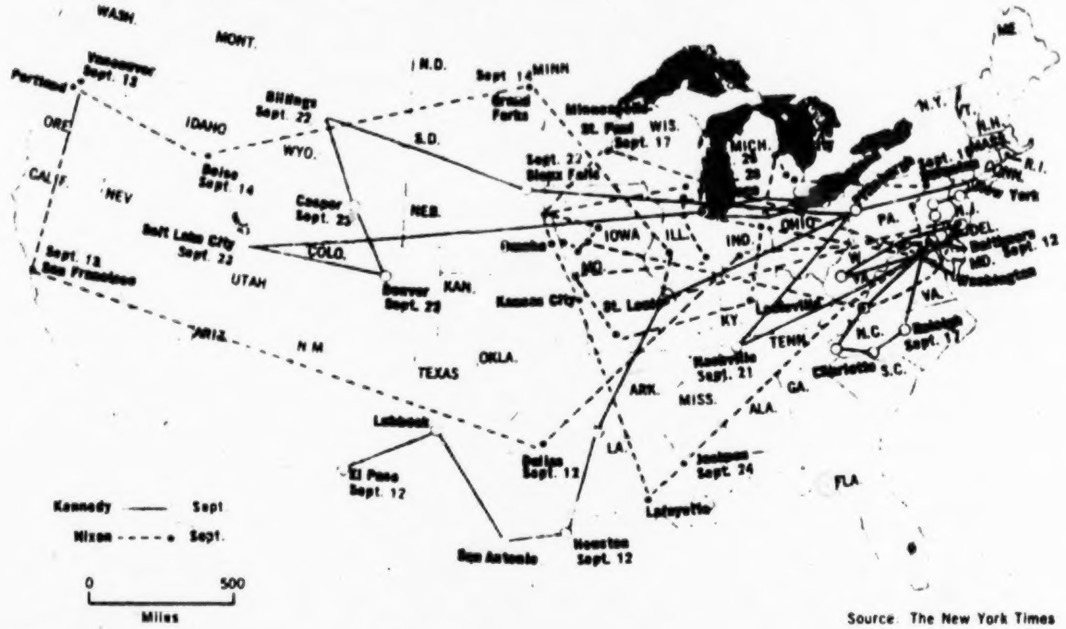
PRESIDENTIAL CAMPAIGN: 1960

Two Weeks of the Candidates Travels (Itineraries from September 12 to 26)


WASH.
MONT.
N.D.
MINN.
Vancouver Sept. 12
Portland
Billings Sept. 22
Sept. 14 Grand Forks
Minneapolis St. Paul
WIS. Sept. 17
ORE.
IDAHO
WYO.
S.D.
Sept. 22 Sioux Falls
MICH.
N.Y.
ME.
VT.
N.H.
MASS.
R.I.
CONN.
New York
N.J.
DEL.
Baltimore
MD.
Sept. 12
Washington
Boise Sept. 14
CALIF.
NEV.
Casper Sept. 23
NEB.
Omaha
IOWA
ILL.
IND.
OHIO
PA.
Salt Lake City Sept. 23
COLO.
UTAH
Denver Sept. 23
KAN.
MO.
Kansas City
St. Louis
KY.
Louisville
W. VA.
VA.
Sept. 12 San Francisco
ARIZ.
N.M.
OKLA.
TEXAS
TENN.
Nashville Sept. 21
N.C.
Raleigh Sept. 17
Charlotte
S.C.
ARK.
MISS.
ALA.
GA.
Lubbock
El Paso Sept. 12
Dallas Sept. 13
LA.
Jackson Sept. 24
FLA.
Lafayette
San Antonio
Houston Sept. 12
Kennedy ——— Sept.
Nixon - - - - • Sept.
0 500
Miles

Source: The New York Times

"From a distance, a campaign may look quite orderly. Candidates crisscross the nation by plane, train, bus, and auto." **This map depicts just two weeks in the 1960 travels of John Kennedy and Richard Nixon.**

Campaigns are inherently impossible to plan in advance.

The closer one gets to an active campaign, the more he realizes the truth of the observation. From a distance, a campaign may look quite orderly. Candidates crisscross the nation by plane, train, bus, and auto. There seems to be some order in their itinerary. Speeches are written and delivered as scheduled. If one of the candidates is not already President, he may agree to debate his opponent before the television cameras. The "great debates" between Kennedy and Nixon seemed neatly planned and executed.

But all of this superficial order is deceiving. Presidential campaigns are great and vagrant hurricanes. Most participants feel blown by unpredictable and often conflicting forces over which they feel they have little control. Part of the excitement and drama of politics is in the fact that the many human purposes represented in a major campaign are effectively beyond the rational control of any organizer or organization. We can begin to understand why this is so if we center our attention upon four aspects of all major political campaigns: (1) the financial jungle, (2) the organizational jungle, (3) other candidates, and (4) unpredictable events.

The financial jungle. Nobody knows how much money is spent in a modern presidential campaign. The figure is surely in the hundreds of millions of dollars. But what *is* known is that the money comes from thousands of different sources, through thousands of different hands, and that central control of either collection or spending is presently beyond anyone's competence.

Con. 1, Pol. Trad., ✓
Expl. - Role of Pol. Parties
in Govt. Process -

POLITICAL PARTY ORGANIZATION

(a misleading view)

The federal structure of parties. Following our federal structure, our political life is national, state, and local. Political party organizations exist at all levels. But there may be only the loosest connection between *local* party organizations and *state* party organizations, or between *state* party organizations and *national* party organizations. If one is to be properly oriented in a discussion of, say, the Republican party, one must know first whether the conversation is aimed at the local level, the county level, the congressional district level, the state level, the presidential level, or what.

Parties and the constitutional separation of powers. Even if it is established that the discussion is about the Republican party at the national level, it is important to ask immediately whether—following the constitutional provision for separation of powers—reference is being made to the *presidential wing* of the party or to the *congressional wing* of the party. There have been times in our history when there have been no very great distinctions within parties which spread across the "political" branches of our government. But those times have been rare. Just because the Democrats, say, control both the White House and both Houses of Congress does not mean that the Democratic President and the Democratic leaders in the House and the Senate will view party policy through identical eyes. The difference between the congressional and presidential wings of a party is particularly marked when the party does not control the Presidency. At such times it has been normal for the party's *national committee* to represent the *executive* or *presidential wing* of the party, and to stand for programs and policies which have frequently been at odds with the actions or policy positions of the party's leaders in the *Congress*.

One-party vs. two-party areas. The quality, tone, and even existence of meaningful party organizations is shaped by the one-party-ness or two-party-ness of an area. For example, the Democratic party in Mississippi or Georgia bears no organizational resemblance to the Democratic party in Connecticut, Michigan, or California. To these distinctions we shall return. It is sufficient to note at this point that many Southern states are still, effectively, one-party states, and that this fact has a marked influence upon the nature of party organization within those states.

Parties inside and outside the government. Parties operate *outside* of governments in making nominations for public office and in conducting political campaigns. But they operate *inside* governments for purposes of organizing and debating in the Congress, and for the purpose of identifying the partisan positions of the President. It is often important, when talking of parties, to know whether *intra*-governmental activity or *extra*-governmental activity is being discussed: that is, whether the parties are being discussed as instruments of winning elections or of shaping and directing the actual policies of government. These activities are, of course, related, but not the same.

Con. 2 Policy,
Exec. Oversight & Budgeting
Power, – [illegible]

Some pressure groups occasionally use shoddy means to achieve their goals: bribes, lavish entertainment, campaign contributions with special strings attached, threats, promise of jobs or favors, and so on. But to pretend that most interest groups are dishonest or venal, or that they are generally cancerous growths in an otherwise healthy society, is to distort reality and to question the honesty of us all. In general, lobbying is an inevitable and valuable activity in a free and complex society such as ours. The job of the citizen is to understand what interest groups actually are, how they lobby, and how lobbying actually serves the public interest. In the course of this analysis, the dangers of lobbying will not be overlooked. There are times when democracy is, by its very nature, a hazardous endeavor. But closer examination of the hazards should place them in their proper perspective. Any dissertation on "fire," to be complete, would have to treat its hazards as well as its benefits. But to identify the hazards of fire is not to wish that fire were abolished. So it is with interest groups in a democracy.

How Many Lobbies Are There?

No one really knows how many interest groups there are in the United States. The Federal Lobby Registration Act, which established our only official list of lobbies, went into effect in 1946. Since then approximately 4,000 different individuals or groups have registered under the Act as having a major interest in influencing the course of national legislation. But alas, this tells us little. There are many interest groups in the United States which do not register under the Lobby Registration Act on the grounds that lobbying is *not* one of their *major* activities. For example, the National Association of Manufacturers is not registered as a lobby. The NAM claims that it provides many services to its membership and lobbying is not a leading activity of the association.

The Lobby Registration Act figures are misleading for another reason. Many lobbies exist primarily to influence the course of executive rather than legislative policy making. In other words, their major targets may be the departments and agencies of the government, or even the President.

Table 18-1 TOP-SPENDING LOBBIES OF 1966

Organization	1966	1965
United Federation of Postal Clerks (AFL-CIO)	$286,971.94	$175,365.09
Brotherhood of Locomotive Firemen & Enginemen, Grand Lodge (AFL-CIO)	199,261.50	86,945.40
AFL-CIO (national headquarters)	169,704.99	148,343.61
American Legion	137,193.01	139,537.74
American Farm Bureau Federation	133,944.00	115,846.00
U.S. Savings and Loan League	120,898.71	105,840.20
National Association of Real Estate Boards	118,289.32	45,824.52
Central Arizona Project Association	117,300.56	74,065.02
International Brotherhood of Teamsters	100,525.11	86,428.79
National Housing Conference, Inc.	94,444.07	95,534.40

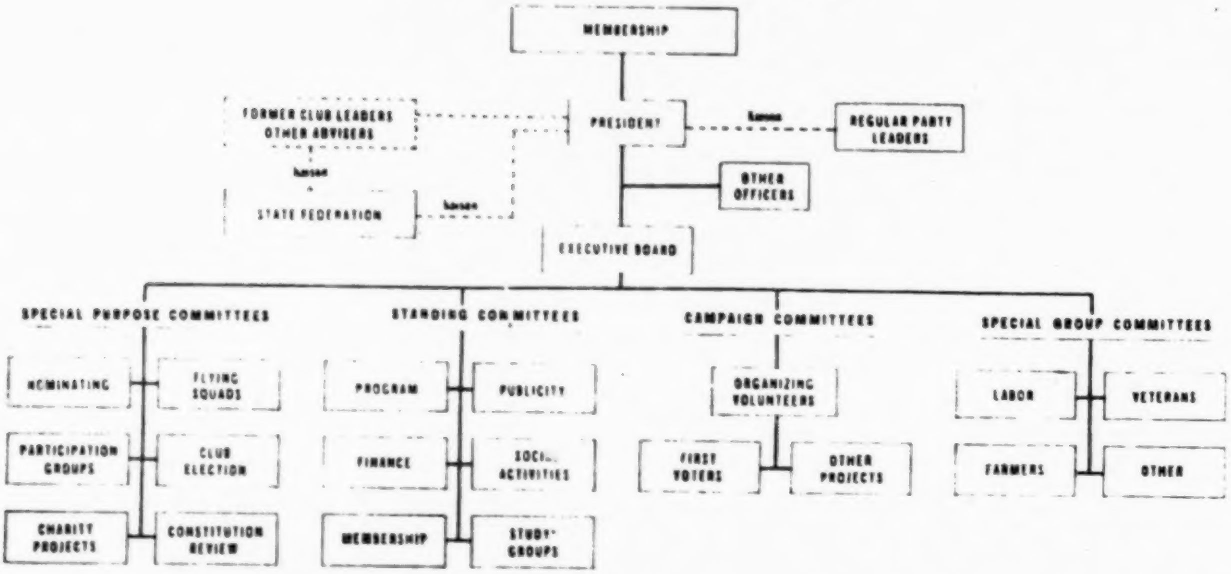
Source: *Congressional Quarterly*, July 7, 1967.

This table must be used with caution, as *"There are many interest groups in the United States which do not register or repeat under the Lobby Registration Act on the grounds that lobbying is not one of their major activities."* Also, the lobbying act permits the interest groups themselves to determine what they report as lobbying expenditures.

Organization Charts

Con. 2 [illegible]
[illegible] " Organization."
320

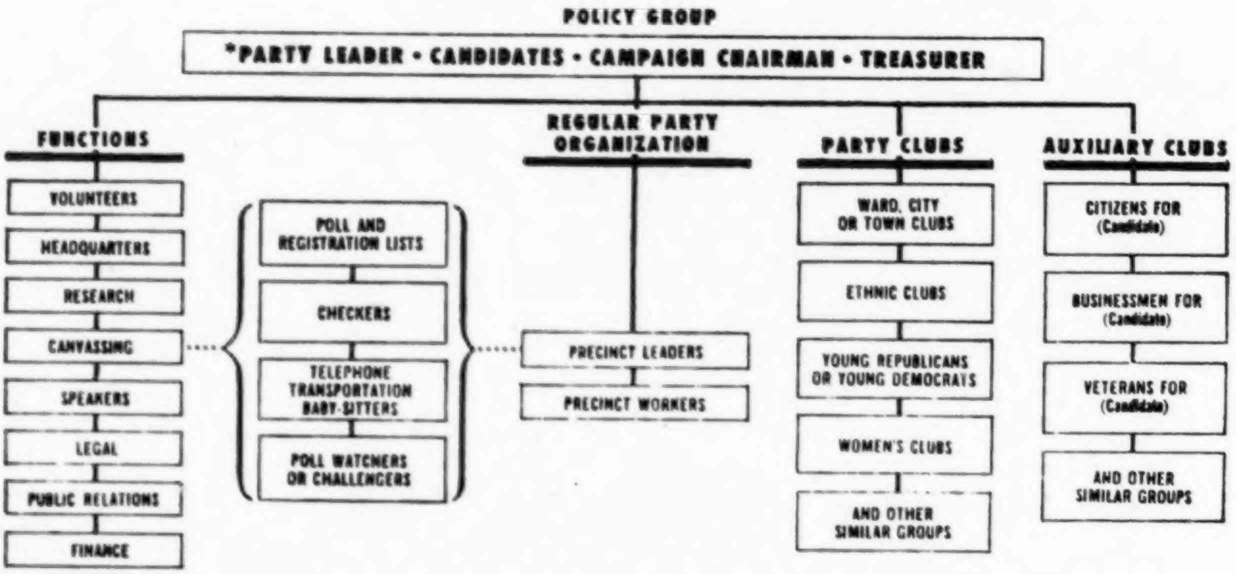
SAMPLE ORGANIZATION CHART OF PARTY CLUB


MEMBERSHIP
FORMER CLUB LEADERS
OTHER ADVISERS
PRESIDENT
liaison
REGULAR PARTY LEADERS
liaison
STATE FEDERATION
liaison
OTHER OFFICERS
EXECUTIVE BOARD
SPECIAL PURPOSE COMMITTEES
NOMINATING
FLYING SQUADS
PARTICIPATION GROUPS
CLUB ELECTION
CHARITY PROJECTS
CONSTITUTION REVIEW
STANDING COMMITTEES
PROGRAM
PUBLICITY
FINANCE
SOCIAL ACTIVITIES
MEMBERSHIP
STUDY* GROUPS
CAMPAIGN COMMITTEES
ORGANIZING VOLUNTEERS
FIRST VOTERS
OTHER PROJECTS
SPECIAL GROUP COMMITTEES
LABOR
VETERANS
FARMERS
OTHER

* Subjects studied may include: Defense, Civil Rights, Foreign Policy, Education, Agriculture, Labor, Business and Economic Issues, Governmental Organization, Internal Security, Social Welfare.

Such an elaborate organization is not typical, but basic organization structure and formal relationships are illustrated.

BASIC CAMPAIGN ORGANIZATION CHART


POLICY GROUP
*PARTY LEADER • CANDIDATES • CAMPAIGN CHAIRMAN • TREASURER
FUNCTIONS
VOLUNTEERS
HEADQUARTERS
RESEARCH
CANVASSING
SPEAKERS
LEGAL
PUBLIC RELATIONS
FINANCE
POLL AND REGISTRATION LISTS
CHECKERS
TELEPHONE TRANSPORTATION BABY-SITTERS
POLL WATCHERS OR CHALLENGERS
REGULAR PARTY ORGANIZATION
PRECINCT LEADERS
PRECINCT WORKERS
PARTY CLUBS
WARD, CITY OR TOWN CLUBS
ETHNIC CLUBS
YOUNG REPUBLICANS OR YOUNG DEMOCRATS
WOMEN'S CLUBS
AND OTHER SIMILAR GROUPS
AUXILIARY CLUBS
CITIZENS FOR (Candidate)
BUSINESSMEN FOR (Candidate)
VETERANS FOR (Candidate)
AND OTHER SIMILAR GROUPS

*The precise organization of the top echelon in a campaign will vary with the campaign and the personalities involved. In some cases, the party leader will dominate the group; in other cases, an experienced candidate may make all final decisions. A campaign manager may merely carry out orders or he may mastermind the entire campaign.

[illegible]

POLITICAL MEETINGS

Type Meeting	Purpose	Size No. of People	Who	Where	Promoting Attendance	Procedure	Record	Publicity	Agenda	Special
"Smoke-filled Room"	Planning; ironing out differences	3-20	Leaders and key individuals	Private home, hotel room, restaurant	Telephone or not pre-arranged	Informal	No written record	None, as a rule	Informal, sometimes stated	None
Precinct Workers	Planning, and building team spirit	5-40	Precinct Leader & his workers	Private home	Telephone or post-cards	Informal, but well organized	No written record	None, as a rule	Definite, written, for use of chairman	None
Training	Training—Briefing	5-50	Precinct leaders and workers	Hdqtrs., private home, other meeting room	Telephone & mailed notice:	Formal: school situation	None, as a rule	None, as a rule	Training material & discussion	None
Committee of a larger body	Planning and making recommendations	3-15	Committee members, officers ex-officio	Pvt. home, restaurant, other handy location	Telephone or post-cards	Informal, but well organized	Brief records; recommendations written out	No publicity at all	Definite, written, for use of chairman	Publicity only after adoption by parent body
Exec. committee of political club	Planning; decision making	5-25	Officers, committee chairmen	Hdqtrs., private home, other meeting room	Telephone & written notice	Semi-formal or formal	Secretary takes official minutes	None, as a rule	Definite, written	Scheduled at regular intervals
Political Club	Building team feeling; making decisions; social	15-500	Members & guests	Public hall, hotel meeting room, or other	Mail notice, telephone follow-up	Formal Parliamentary procedure	Secretary takes minutes	As much as possible, before & after	Usual order of business. Program	Program format political; usually speaker
First Voter's	Voting orientation; party public relations	Depends on size of community	New voters just over 21, & newly naturalized	Appropriate public hall	Telephone Mail	Formal	List of names of new voters who attend	As much as possible, before & after	Give details on how to register & vote	Keep presentations non-partisan
Exec. Committee of official party committee	Making plans and decisions	5-25	Executive committee members	Hdqtrs., private home, other meeting room	Mail formal meeting notice	Semi formal or formal	Secretary takes official minutes	Depending on decision of Chairman	Definite, sometimes sent members in advance	None
Precinct, ward or town caucus	Decision making	5-500	Party members residing in jurisdiction	Private home or other meeting room	Depends on leader & on dissidents	Formal Parliamentary procedure	Written record, filed with government	Depends on news media	Convention delegate selection; slate endorsing	Prescribed by law or party rules
Social events	Pleasure; building group feeling, spirit	25-1,000	Everybody and their friends	Hotel, country club, fraternal club house	Phone, sell tickets, organize groups	Informal	Financial, only	As much as possible, before & after	Introduce leaders; raffle; entertainment	May be: dance, picnic, boat-ride, etc.
Official party committee	Decision making; planning	10-several thousand	Precinct leaders	Appropriate hall	Mail notice; release to news media	Formal	Secretary takes official minutes	News media will cover or accept statement	Party business of all kinds	None
Testimonial Dinners	Honor party member for service. Publicity	10-1,000	Party faithful, everyone else who will come	Appropriate hall	Phone, sell tickets, organize groups	Formal. Head table	None	As much as possible, before & after	Speeches. Award of gift. Entertainment	None
Rallies	Publicity; inspire workers; speech setting	50-5,000	Party faithful, everyone else who will come	Public hall	Phone, sell tickets, organize groups	Fiery speeches, display candidates	None	As much as possible, before & after	Speeches, entertainment	Use small hall, get overflow crowd
$25, $50, $100-a-plate dinner	Raise money	100-2,000	Contributors, leaders, gov't. officials	Hotel banquet room or other hall	Phone, sell tickets, organize tables	Formal	None	As much as possible, before & after	High government official speaker. Entertainment	None
Neighborhood gathering to meet candidate	To get votes	5-50	Friends & neighbors	Private home	Telephone	Informal. Tea or coffee generally served	None	Optional. Social page possibilities	Introduction of candidate to each voter present	"Buffer" team helps candidate keep on schedule
Victory Party	Reward workers. Listen	10-500	Leaders, workers, gov't.	Party hdqtrs. 6 PM election	Unnecessary; faithful show up	Informal; leader thanks workers	None	Up to news media	Party leader thanks workers	Have TV set, radio

POLITICS

Past U.S. Elections

Com. 2 Policy
Expr " Election
Studies!

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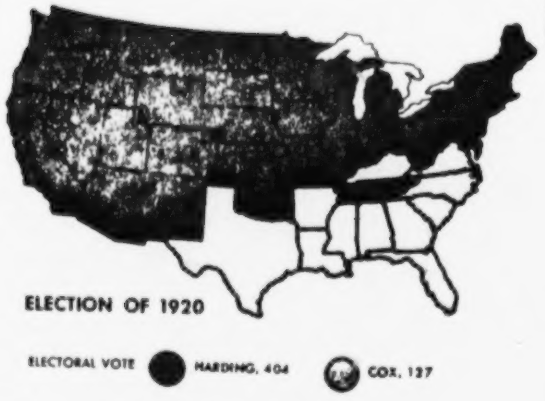
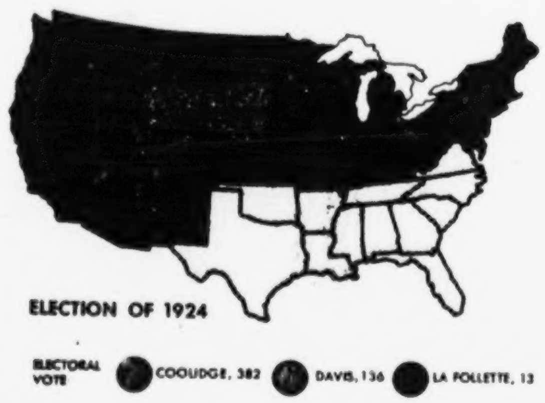
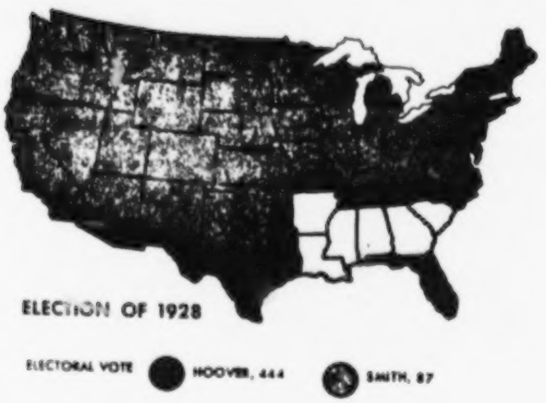

ELECTORAL VOTE
HARDING, 404
COX, 127

ELECTION OF 1920


ELECTORAL VOTE
COOLIDGE, 382
DAVIS, 136
LA FOLLETTE, 13

ELECTION OF 1924


ELECTORAL VOTE
HOOVER, 444
SMITH, 87

ELECTION OF 1928

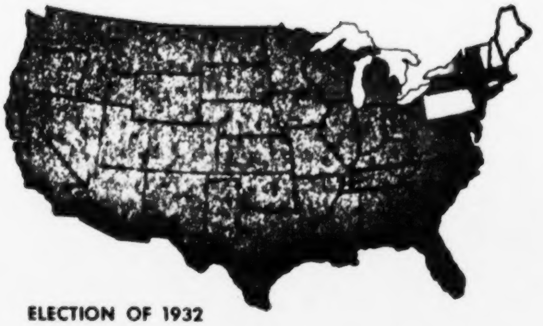
THE USE OF PAST ELECTION RESULTS TO UNDERSTAND U.S. POLITICS

Idea or concepts that come up in this election that you should know if you are to understand the U.S. political heritage.

1920
The solid Democratic South
The heritage of the Civil War
"A Party label is better than a respected candidate"
"Return to Normalcy"
Patronage and favors

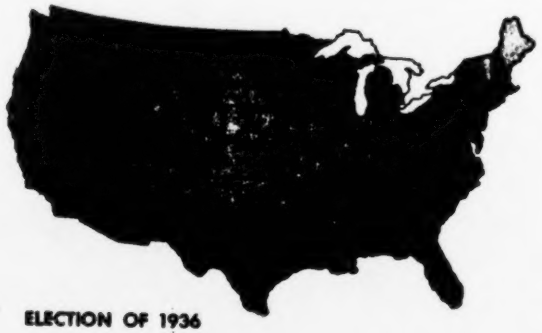
1924
The solid South
Progressive viewpoint
General prosperity

1928
The solid South
The urban vote--"the urban frontier"
"The Prostetant Ethic"
" Rubbed individualism"



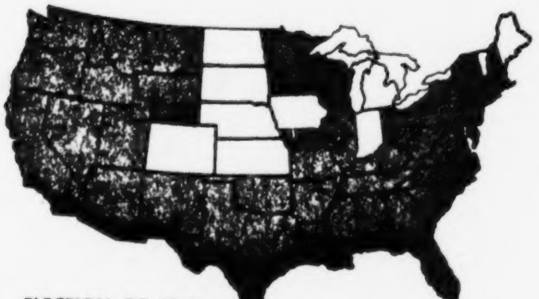
ELECTION OF 1932

ELECTORAL VOTE ● F.D. ROOSEVELT, 472 ○ HOOVER, 59



ELECTION OF 1936

ELECTORAL VOTE ● F.D. ROOSEVELT, 523 ○ LANDON, 8



ELECTION OF 1940

ELECTORAL VOTE ● F.D. ROOSEVELT, 449 ○ WILLKIE, 82

THE USE OF PAST ELECTION RESULTS TO UNDERSTAND U.S. POLITICS

Ideas or concepts that come-up in this election that you should know if you are to understand the U.S. political heritage.

1932

Impact of the 1929 Depression on U.S. life.
Differing party views on role of Federal Government in the nation's affairs or welfare
Roosevelts election strategy and program
The new Democratic party appeal
The ins and outs

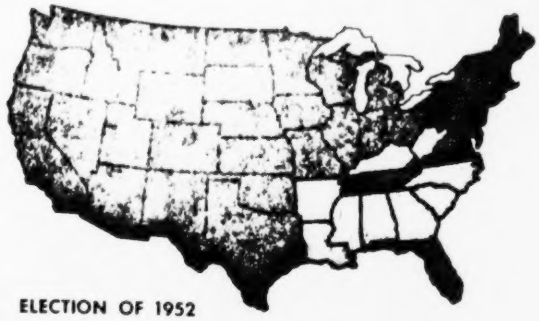
1936

"The Roosevelt Coalition"
Fear of strong central government
"The Roosevelt imagination"
Impact of the 'New Deal' on American Society
"The Roosevelt Revolution"

1940

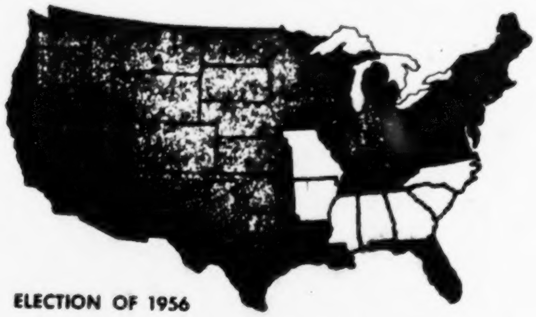
The third term president questio
Liberal Republicans
The isolationist debate
Status and economic security

3.24



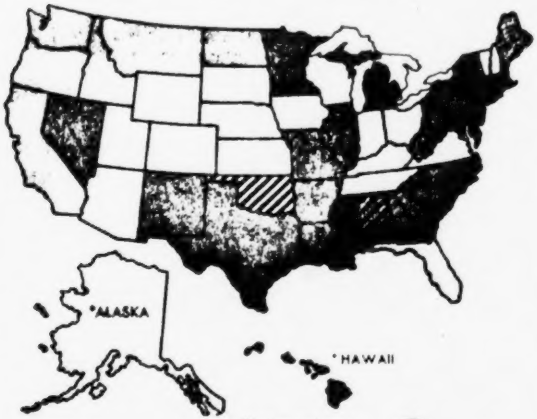
ELECTION OF 1952

ELECTORAL VOTE ● EISENHOWER, 442 ● STEVENSON, 89



ELECTION OF 1956

ELECTORAL VOTE ● EISENHOWER, 457 ● STEVENSON, 73



ELECTION OF 1960

*First presidential election

▨ DIVIDED VOTE

ELECTORAL VOTE ● KENNEDY, 303 ● NIXON, 219 ● UNPLEDGED (BYRD), 8

1964

DEMOCRATIC

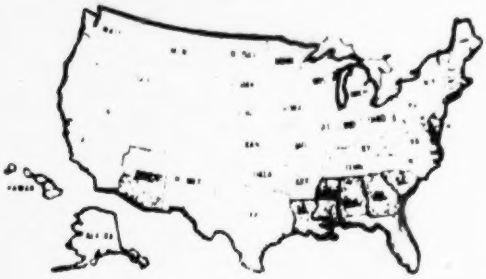
Lyndon B. Johnson
Hubert H. Humphrey

ELECTORAL VOTE 486
POPULAR VOTE [illegible]

REPUBLICAN

Barry Goldwater
William E. Miller

ELECTORAL VOTE 52
POPULAR VOTE [illegible] 174 898



▨ REPUBLICAN

DEMOCRATIC

THE USE OF PAST ELECTION RESULTS TO UNDERSTAND U.S. POLITICS

Ideas or concepts that come up in the election that you should know if you are to understand the U.S. political heritage.

1952
Ike the hero
Slipping in the two party south
Inflationary fears
The new Republican majority coalition
Old World ties and the Cold War at home
Protecting 20 years of reform

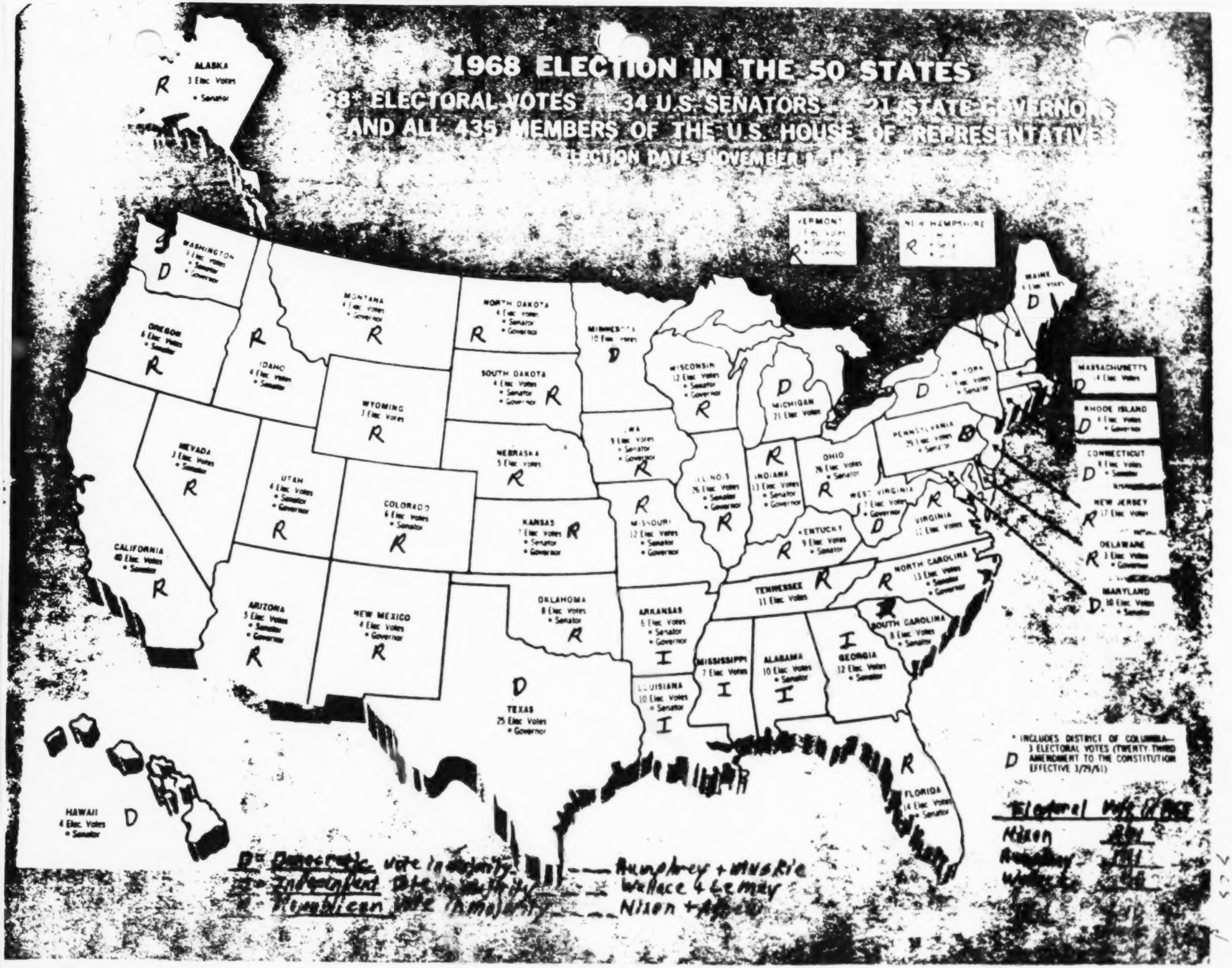
1956
The old Confederacy
Concept of a national party
"The Eisenhower magic"

1960
Opposing campaign strategy
Voting block appeals
The T.V. debates
"The Kennedy charm and charisma"
"We can do better" theme
The Negro revolution and U.S. politics

1964
Conservative principles
Johnson the healer and consensus maker
Goldwater and Western frontier spirit
The 'new' old South

1968 ELECTION IN THE 50 STATES

538* ELECTORAL VOTES — 34 U.S. SENATORS — 21 STATE GOVERNORS
AND ALL 435 MEMBERS OF THE U.S. HOUSE OF REPRESENTATIVES
ELECTION DATE—NOVEMBER [illegible]

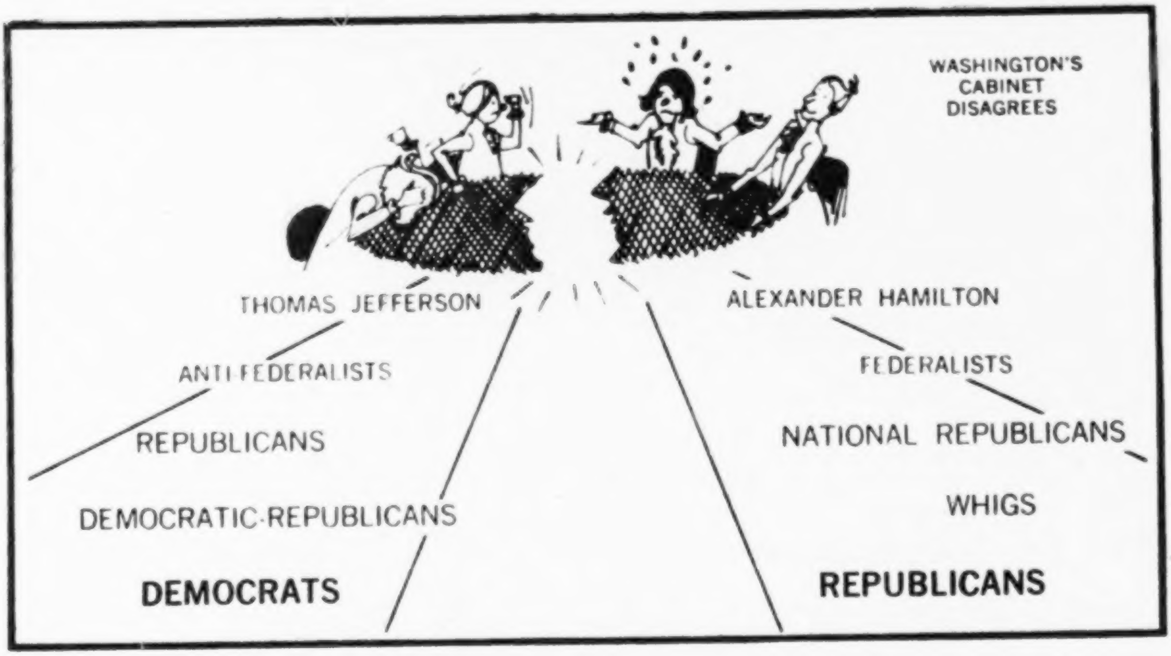

ALASKA 3 Elec Votes • Senator R
WASHINGTON 9 Elec Votes • Senator • Governor D
OREGON 6 Elec Votes • Senator R
CALIFORNIA 40 Elec Votes • Senator R
IDAHO 4 Elec Votes • Senator R
NEVADA 3 Elec Votes • Senator R
MONTANA 4 Elec Votes • Governor R
WYOMING 3 Elec Votes R
UTAH 4 Elec Votes • Senator • Governor R
ARIZONA 5 Elec Votes • Senator • Governor R
COLORADO 6 Elec Votes • Senator R
NEW MEXICO 4 Elec Votes • Governor R
NORTH DAKOTA 4 Elec Votes • Senator • Governor R
SOUTH DAKOTA 4 Elec Votes • Senator • Governor R
NEBRASKA 5 Elec Votes R
KANSAS 7 Elec Votes • Senator • Governor R
OKLAHOMA 8 Elec Votes • Senator R
TEXAS 25 Elec Votes • Governor D
MINNESOTA 10 Elec Votes D
IOWA 9 Elec Votes • Senator • Governor R
MISSOURI 12 Elec Votes • Senator • Governor R
ARKANSAS 6 Elec Votes • Senator • Governor I
LOUISIANA 10 Elec Votes • Senator I
WISCONSIN 12 Elec Votes • Senator • Governor R
ILLINOIS 26 Elec Votes • Senator • Governor R
MICHIGAN 21 Elec Votes D
INDIANA 13 Elec Votes • Senator • Governor R
OHIO 26 Elec Votes • Senator R
KENTUCKY 9 Elec Votes • Senator R
TENNESSEE 11 Elec Votes R
MISSISSIPPI 7 Elec Votes I
ALABAMA 10 Elec Votes • Senator I
GEORGIA 12 Elec Votes • Senator I
FLORIDA 14 Elec Votes • Senator R
SOUTH CAROLINA 8 Elec Votes • Senator R
NORTH CAROLINA 13 Elec Votes • Senator • Governor R
VIRGINIA 12 Elec Votes R
WEST VIRGINIA 7 Elec Votes • Governor D
PENNSYLVANIA 29 Elec Votes • Senator D
NEW YORK 43 Elec Votes • Senator D
VERMONT 3 Elec Votes • Senator • Governor R
NEW HAMPSHIRE R
MAINE 4 Elec Votes D
MASSACHUSETTS 14 Elec Votes D
RHODE ISLAND 4 Elec Votes • Governor D
CONNECTICUT 8 Elec Votes • Senator D
NEW JERSEY 17 Elec Votes R
DELAWARE 3 Elec Votes • Governor R
MARYLAND 10 Elec Votes • Senator D
HAWAII 4 Elec Votes • Senator D

* INCLUDES DISTRICT OF COLUMBIA—3 ELECTORAL VOTES (TWENTY-THIRD AMENDMENT TO THE CONSTITUTION EFFECTIVE 3/29/61) D

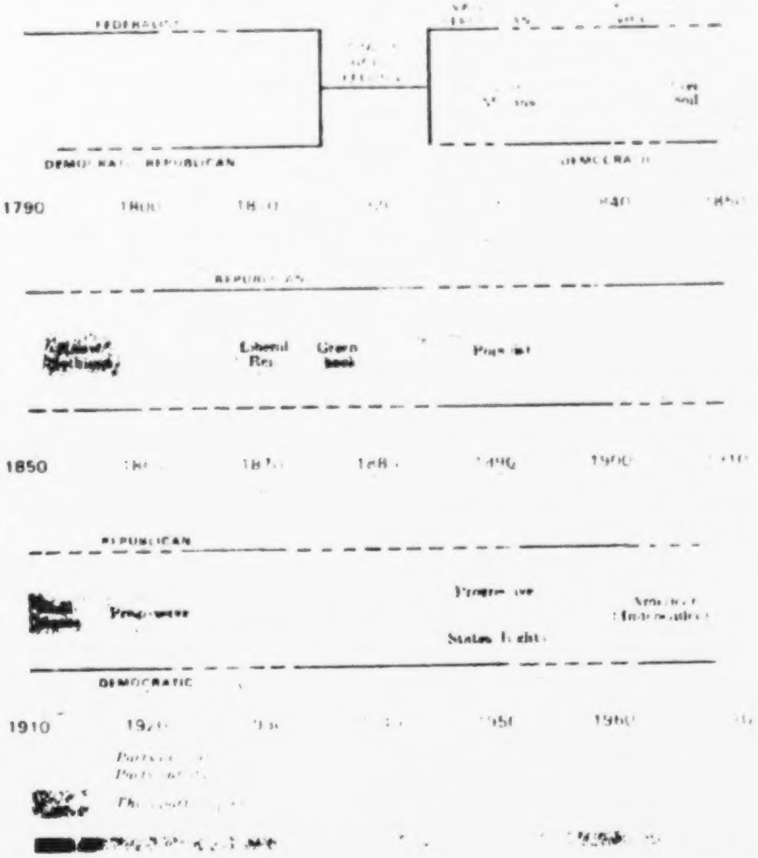
Electoral Vote [illegible]
Nixon [illegible]
Humphrey [illegible]
Wallace [illegible]

D = Democratic vote in majority — Humphrey + Muskie
I = Independent vote in majority — Wallace + LeMay
R = Republican vote in majority — Nixon + Agnew

[illegible]
Ed. 1. - 2 party system.
326

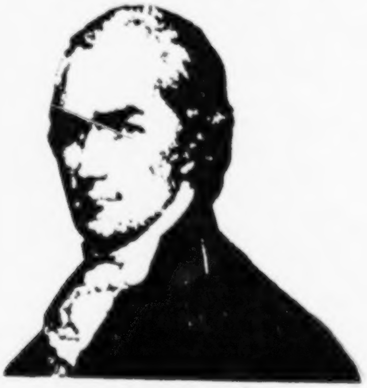

WASHINGTON'S
CABINET
DISAGREES
THOMAS JEFFERSON
ANTI-FEDERALISTS
REPUBLICANS
DEMOCRATIC-REPUBLICANS
DEMOCRATS
ALEXANDER HAMILTON
FEDERALISTS
NATIONAL REPUBLICANS
WHIGS
REPUBLICANS

PARTY TIMELINE



Com. 1, N.Y. Pol., Exp. "2 party system"
327

SHORT PARTY HISTORY



Alexander Hamilton and his followers were known as Federalists. The Federalist party was one of the first two major political parties in America.

Our first two major parties developed out of a disagreement within Washington's own Cabinet. The leaders of the two factions were Thomas Jefferson, the Secretary of State, and Alexander Hamilton, the Secretary of the Treasury. Jefferson thought that the common man was the great strength of the country. He believed in the wisdom of the people to rule themselves. Since the states did not give many people the right to vote, Jefferson wanted the government kept quite weak. He and his followers became known as the Anti-Federalists (against the federal government).

Later, the states began to give more people the right to vote and more voice in the government. As a result, the Anti-Federalists stopped fearing the central government. In fact, they began to believe it should be very strong. Over the years the name of Jefferson's party changed several times. At first its followers were known as Republicans, then as Democratic-Republicans, and finally as Democrats.

Let us return now to Washington's Cabinet. You will remember that the group opposed to Jefferson's ideas was led by Alexander Hamilton. He believed the nation was safest in the hands of the manufacturing, commercial, and banking classes. In other words, he believed the upper classes should govern America. He did not trust the common man. He favored a strong federal government which would protect business. He and his followers were known as Federalists.

The Federalist party ceased to exist in 1816. it was replaced by the National Republican party. This party was deeply divided and soon split. Some of its followers joined the Democratic party. Others formed the Whig party. When the slavery controversy became all-important, the Whig party also disappeared.

During the thirty years before 1860, the North and South grew further and further apart on the issue of slavery. Finally, those people who opposed slavery joined together and formed the Republican party. In 1860 they nominated Abraham Lincoln.

The South, however, would not accept Lincoln as its President when he won the national election. Civil war resulted. This was the only time when our parties grew so far apart that there was an actual shooting war between them. It was a time when bullets instead of ballots were used to settle a national dispute. It nearly cost us our country.

Since the Civil War the two major parties have remained the Democrats and the Republicans. They have, however, undergone important changes. The southern wing of the Democratic party has become conservative as it has tried to keep the black man a second class citizen. The rest of the Democratic party has become more liberal. It has fought for the causes of social justice. The Republican party has become the party of the North and West, of the businessman and farmer. It has lost the support of most Negroes.

There is wide variety within each of our two major parties today. In addition, each party continuously changes. But this is only natural. Our parties can continue to serve our nation only if they continue to represent the various views of our people. America is a restless nation, and the parties reflect this restlessness.

THE PRESIDENTS AND VICE-PRESIDENTS OF THE UNITED STATES

Named · Served	Year and State of Birth	Party and Vocation	Died	Vice-President
George Washington 1789-1797	1732—Va	Federalist Planter, soldier	1799	John Adams F
John Adams 1797-1801	1735—Mass	Federalist Lawyer	1826	Thomas Jefferson
Thomas Jefferson 1801-1809	1743—Va	Democratic-Republican Lawyer	1826	Aaron Burr George Clinton
James Madison 1809-1817	1751—Va	Democratic-Republican Lawyer	1836	George Clinton Elbridge Gerry
James Monroe 1817-1825	1758—Va	Democratic-Republican Lawyer	1831	Daniel D. Tompkins
John Q. Adams 1825-1829	1767—Mass	Democratic-Republican Lawyer	1848	John C. Calhoun
Andrew Jackson 1829-1837	1767—N.C.	Democrat Soldier, lawyer	1845	John C. Calhoun Martin Van Buren
Martin Van Buren 1837-1841	1782—N.Y.	Democrat Lawyer	1862	Richard M. Johnson
William H. Harrison 1841—one month	1773—Va	Whig Soldier	1841	John Tyler
John Tyler 1841-1845	1790—Va	Democrat Lawyer	1862	
James K. Polk 1845-1849	1795—N.C.	Democrat Lawyer	1849	George M. Dallas
Zachary Taylor 1849-1850	1784—Va	Whig Soldier	1850	Millard Fillmore
Millard Fillmore 1850-1853	1800—N.Y.	Whig Lawyer	1874	
Franklin Pierce 1853-1857	1804—N.H.	Democrat Lawyer	1869	William R. King
James Buchanan 1857-1861	1791—Pa	Democrat Lawyer	1868	John C. Breckinridge
Abraham Lincoln 1861-1865	1809—Ky	Republican Lawyer	1865	Hannibal Hamlin Andrew Johnson
Andrew Johnson 1865-1869	1808—N.C.	Democrat Tailor, statesman	1875	
Ulysses S. Grant 1869-1877	1822—Ohio	Republican Soldier	1885	Schuyler Colfax Henry Wilson
Rutherford B. Hayes 1877-1881	1822—Ohio	Republican Lawyer	1893	William A. Wheeler
James A. Garfield 1881—6 months	1831—Ohio	Republican Teacher, lawyer	1881	Chester A. Arthur
Chester A. Arthur 1881-1885	1830—Vt	Republican Teacher, lawyer	1886	
Grover Cleveland 1885-1889 1893-1897	1837—N.J.	Democrat Teacher, lawyer	1908	Thomas A. Hendricks Adlai E. Stevenson
Benjamin Harrison 1889-1893	1833—Ohio	Republican Lawyer	1901	Levi P. Morton
William McKinley 1897-1901	1843—Ohio	Republican Lawyer	1901	Garret A. Hobart Theodore Roosevelt
Theodore Roosevelt 1901-1909	1858—N.Y.	Republican Public official, author	1919	Charles W. Fairbanks
William H. Taft 1909-1913	1857—Ohio	Republican Lawyer	1930	James S. Sherman
Woodrow Wilson 1913-1921	1856—Va	Democrat Lawyer, teacher	1924	Thomas R. Marshall
Warren G. Harding 1921-1923	1865—Ohio	Republican Journalist	1923	Calvin Coolidge
Calvin Coolidge 1923-1929	1872—Vt	Republican Lawyer	1933	Charles G. Dawes
Herbert C. Hoover 1929-1933	1874—Iowa	Republican Engineer, public official	1964	Charles Curtis
Franklin D. Roosevelt 1933-1945	1882—N.Y.	Democrat Lawyer	1945	John N. Garner Henry Wallace Harry S. Truman
Harry S. Truman 1945-1953	1884—Mo	Democrat Haberdasher, public official		Alben W. Barkley
Dwight D. Eisenhower 1953-1961	1890—Texas	Republican Army Officer		Richard M. Nixon
John F. Kennedy 1961-1963	1917—Mass	Democrat Public official, author	1963	Lyndon B. Johnson
Lyndon B. Johnson 1963	1908—Texas	Democrat Public official		Hubert H. Humphrey

ELECTION RESULTS FOR PRESIDENT SINCE 1900

Year	Presidential Candidates	Party	Electoral Vote	Popular Vote	Vice-Presidential Candidates and Party
1900	William McKinley	Republican	292	7,219,530	Theodore Roosevelt R
	William J. Bryan	Dem.-People's	155	6,358,071	Adlai E. Stevenson D., Peo
1904	Theodore Roosevelt	Republican	336	7,628,934	Charles W. Fairbanks R
	Alton B. Parker	Democratic	140	5,084,491	Henry G. Davis D
1908	William H. Taft	Republican	321	7,679,006	James S. Sherman R
	William J. Bryan	Democratic	162	6,409,106	John W. Kern D
1912	Woodrow Wilson	Democratic	435	6,286,214	Thomas R. Marshall D
	Theodore Roosevelt	Progressive	88	4,126,020	Hiram Johnson Prog
	William H. Taft	Republican	8	3,483,922	Nicholas M. Butler R
1916	Woodrow Wilson	Democratic	277	9,129,606	Thomas R. Marshall D
	Charles E. Hughes	Republican	254	8,538,221	Charles W. Fairbanks R
1920	Warren G. Harding	Republican	404	16,152,200	Calvin Coolidge R
	James M. Cox	Democratic	127	9,147,353	Franklin D. Roosevelt D
1924	Calvin Coolidge	Republican	382	15,725,016	Charles G. Dawes R
	John W. Davis	Democratic	136	8,385,586	Charles W. Bryan D
	Robert M. LaFollette	Progressive	13	4,822,856	Burton K. Wheeler Prog
1928	Herbert Hoover	Republican	444	21,392,190	Charles Curtis R
	Alfred E. Smith	Democratic	87	15,016,443	Joseph T. Robinson D
1932	Franklin D. Roosevelt	Democratic	472	22,821,857	John N. Garner D
	Herbert Hoover	Republican	59	15,761,841	Charles Curtis R
1936	Franklin D. Roosevelt	Democratic	523	27,751,597	John N. Garner D
	Alfred M. Landon	Republican	8	16,679,583	Frank Knox R
1940	Franklin D. Roosevelt	Democratic	449	27,244,160	Henry A. Wallace D
	Wendell L. Willkie	Republican	82	22,305,198	Charles L. McNary R
1944	Franklin D. Roosevelt	Democratic	432	25,602,504	Harry S. Truman D
	Thomas E. Dewey	Republican	99	22,006,285	John W. Bricker R
1948	Harry S. Truman	[illegible]	[illegible]	[illegible]	Alben W. Barkley D
	Thomas E. Dewey	Republican	[illegible]	[illegible]	Earl Warren R
	J. Strom Thurmond	States' Rights	[illegible]		Fielding L. Wright SR
1952	Dwight D. Eisenhower	Republican	[illegible]	[illegible]	Richard M. Nixon R
	Adlai E. Stevenson	Democratic	[illegible]	[illegible]	John J. Sparkman D

(Elect. 2 party sp
1944/55

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I. P.H. Tros,
Expl: Parties and Voters

PARTY PREFERENCE

Most Americans consider themselves to be either Democrats or Republicans. A growing number claim to be Independent. They vote for candidates regardless of their party. Below is an inventory which concerns political preference.

Take a piece of paper and number down the side from 1 to 14. Make two columns. Put an R (for Republican) at the top of one column and a D (for Democratic) at the top of the other. Leave a space at the bottom to total the score of each column. Answer each question as best you can. If the question does not apply to you, skip it and go on to the next one.

1. Which political party does your father prefer? If you don't know, which do you guess he prefers? Put five points in the column of that party.
2. Which political party does your mother prefer? If you don't know, which do you guess she prefers? Put five points in the column of that party.
3. If both your parents prefer the same party, put five more points in the column of that party.
4. Which political party do you think most of your friends prefer? Put two points in the column of that party.
5. Think for a moment of some older person you admire. Which political party do you guess he or she prefers? Put five points in that party's column.
6. Do any of your ancestors come from one of these countries: Belgium, England, Germany, the Netherlands, Norway, Scotland, Sweden, or Wales? If so, put two points in the **R** column. If you or either of your parents were born there, put two more points in the **R** column.
7. Do any of your ancestors come from one of these areas: Africa, Greece, Hungary, Ireland, Italy, Latin America, Mexico, Poland, Portugal, Russia, Spain, or Yugoslavia? If so, put two points in the **D** column. If you or either of your parents were born there, put two more points in the **D** column.
8. If you live on a farm, in a small town, or in a suburb, put three points in the **R** column. If you live in a city, put three points in the **D** column.
9. If your religious preference is Baptist, Catholic, or Jewish, put two points in the **D** column. If your religious preference is Episcopalian, Mormon, or Presbyterian, put two points in the **R** column.
10. Which party do you feel will help you earn the best wages? Put ten points in the column of that party.
11. Under which party do you feel we have the best chance for an enduring world peace? Put five points in that party's column.
12. Which party do you guess will win our next presidential election? Put six points in the column of that party.
13. A friend offers to give you a gift subscription to one of the following magazines. If you would choose *Reader's Digest*, *Life*, or *U. S. News & World Report*, put two points in the **R** column. If you would choose *Ebony*, *Ramparts*, or *The New Republic*, put two points in the **D** column.
14. Can you imagine the type of person you will marry? To which political party do you think he or she will belong? Put five points in that party's column.

Now that you have finished the test, add up the points in each column. The column with the higher score indicates your probable political preference. Subtract the smaller number from the larger one. Depending on which party

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Parties & Voters
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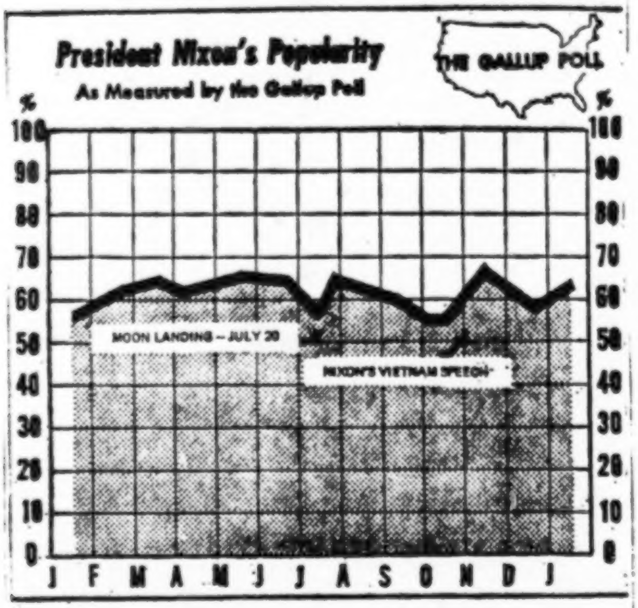
Find 61% Approve Nixon's First Year as President



Sharp increases in popularity were recorded following the the moon landing last July 20, and President Nixon's Nov. 3 speech.

APPROVAL RATING: 1945-1970

	First Measurement %	*After One Yr.* %	*Average For 1st Yr.* %	*High Point 1st Yr.* %	*Low Point 1st Yr.* %
Nixon	59	61	62	68	56
Johnson	79	69	75	80	69
Kennedy	72	77	75	83	71
Eisenhower	68	71	68	75	59
Truman	87	50	71	87	50

By George Gallup 1/18/70

PRINCETON, N.J. — On the eve of the first anniversary of his inauguration, President Nixon wins a vote of confidence from 61 per cent of Americans.

About one in five (22 per cent) currently expresses disapproval of his performance, while another 17 per cent do not express an opinion.

The President's popularity during his first 12 months has been remarkably stable not only in terms of his over-all national rating, but in terms of key groups within the population.

GALLUP POLL

His high point for the year was 68 per cent approval, registered following his Nov. 3 speech on Vietnam. His low point was 56 per cent, recorded in October during a period of deep depression over the war.

President Nixon's latest rating, 61 per cent, closely parallels his 12-month average of 62 per cent. This average is based on 19 nationwide Gallup surveys conducted since the President's inauguration.

Do you approve or disapprove of the way Mr. Nixon is handling his job as President?

Here are the latest results and the trend since President Nixon took office:

Nixon Popularity Trend Line

Interviewing Dates:	*Approve* %	*Disapprove* %	*No Opin.* %
Jan. 2-5, '70	61	22	17
Dec. 12-15	59	23	18
Nov. 14-17	68	19	13
(Vietnam speech: Nov. 3)			
Oct. 17-20	56	29	15
Oct. 3-9	57	24	19
Sept. 19-22	58	23	19
Sept. 12-15	60	24	16
Aug. 15-18	52	28	18
July 26-28	65	17	18
(Moon landing: July 20)			
July 11-14	58	22	20
June 20-23	63	16	21
May 23-26	65	12	23
May 16-20	65	12	23
May 2-5	64	14	22
April 11-14	61	11	28
March 18-31	63	10	27
March 14-17	65	9	26
Feb. 21-24	61	6	33
Jan. 23-29	59	5	36
AVERAGE	62%	16%	22%

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1, Pol. Hist.
Pol. Infl.
Parties + Voters

Why British Election Polls Went Wrong

By Geoffrey Gould

WASHINGTON, D.C. — The smashing Conservative victory in England also smashed the credibility of British public opinion polls, and George Gallup, dean of American pollsters, thinks it may be good for them in the long run.

"I think it's a sort of 1948 for all the polls in England," Gallup said. "It may be a blessing in disguise, just as it was for us in 1948."

He referred to the almost universal poll predictions that Thomas E. Dewey would win the presidency that year, which were confounded by Harry S. Truman and which brought U.S. polls to their lowest ebb.

"After 1948 we had to improve all our procedures, which they never have done in England," Gallup said. "They haven't anywhere near reached the sophistication of our present methods."

One of the big losers was the British Gallup Poll, which predicted a Labor victory by 7 per cent; the Conservatives won by 5 per cent. Gallup explained that while the British organization is affiliated with his, it did not use the same methods and he has no control over it.

Contributed To Defeat

However, the Louis Harris organization, which also has a British affiliate, was directly involved in its British polling operation. It predicted a Labor victory by 2 per cent. Harris had been in London personally overseeing the poll.

The reversal of almost all the British poll predictions raises serious questions about the place of polls in politics. Analysts noted that this was the first time polls could be said to have contributed heavily to the downfall of a national government.

Only One Was Right

The reason: Wilson himself was said to have called the election at this time because early polls had convinced him the Labor party was riding high and would win easily. As a result, Labor adherents figured they had nothing to worry about and many of them didn't bother to vote.

"The Tory victory both confounds and disgraces all of us who have reported the election campaign," said the London Evening Standard. "We have all been the dupes of the polls. No political journalist will ever again allow himself to be bamboozled by pollsters."

Only the Opinion Research Center had predicted a Tory victory — by 1 per cent. This organization is not related to the American firm of the same name. Other British polls, both predicting a Labor victory, were Marplan, 9.6, and National Opinion Poll, 4.1.

Gallup said: "Such things as the low turnout are important factors that have to be considered. Another factor they have never learned to deal with is the 'no opinion' vote, which can trip you up.

"We understand now that the high 'no opinion' factor in 1948 was one of the signals that should have told us we were on the wrong side. Their polls are using pretty much the methods we used before 1948. All polls are based on sampling techniques, but there is a fantastic difference in how you do it."

But whatever explanations may be forthcoming, it is clear that British pollsters have had their Waterloo and must go through an "agonizing reappraisal" if they are to become respected gain.

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June 1970

NOTES TO THE INSTRUCTOR

I.M.: Political Patterns

Classification: Government Course

Time Allotted: Six weeks

Focal Concept: Political Behavior
    Concept 1. Political Identity
    Concept 2. Public Opinion and Polling
    Concept 3. Profiles of the American Voter
    Concept 4. Trends in Voter Behavior

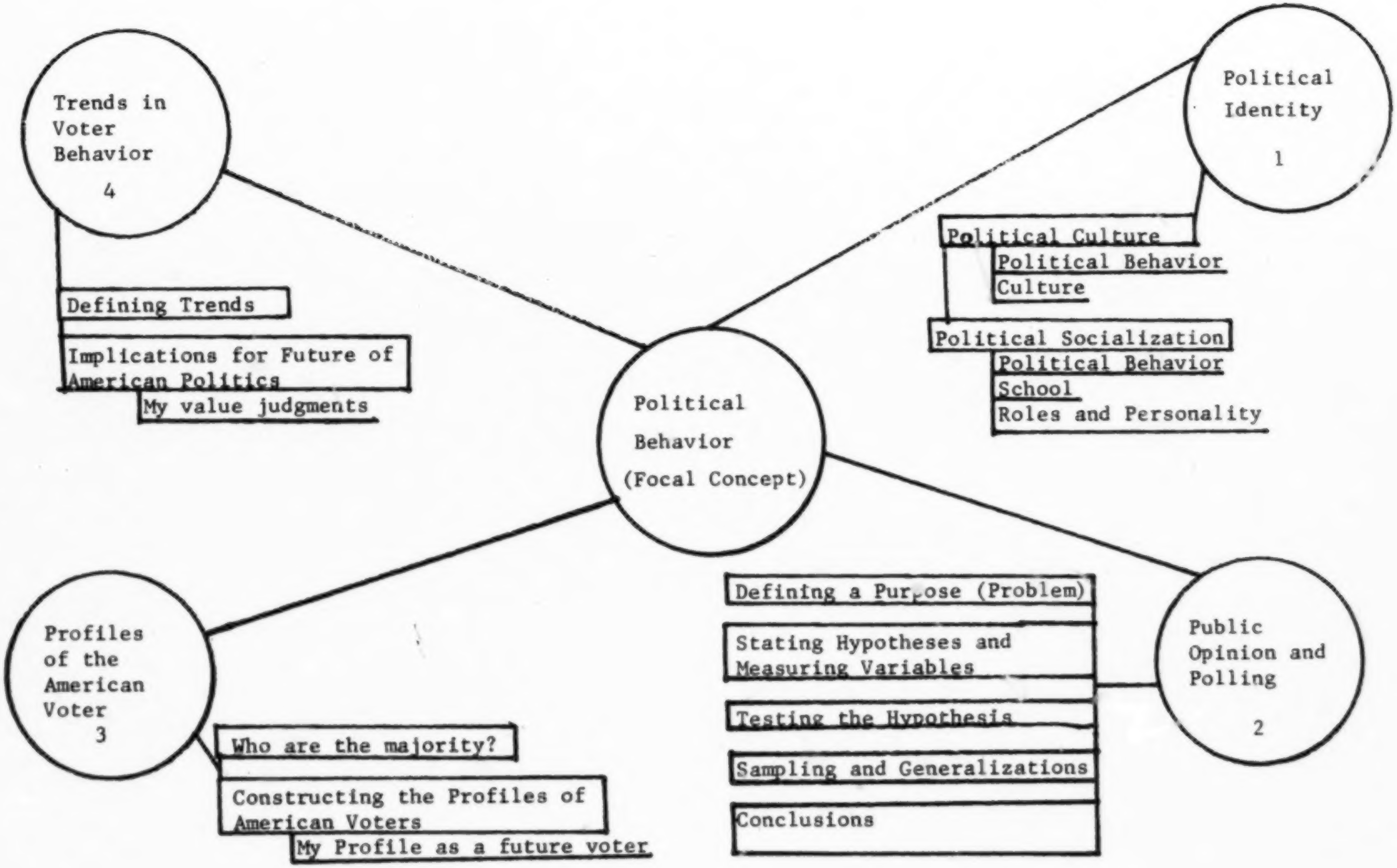
A Note to the Instructor:
This U.S. Government Area course is one of four specialty Gov't. instructional modules, any one of which can be selected and follows the initial six week course "Introduction to Government." The other three government specialty mods are: Cities; Liberty, Justice and Order; and Politics.

This I.M. provides the student with a view of political forces, ideas, identification factors and their relationships to human political behavior. Political Patterns is concerned with the study of people as they react and relate to the U.S. political situation, its traditions, its realities, its futures and its values. It very much is an examination of the political nature of the American people, its individuals, groups and institutions. This I.M. takes abstract political theory and translates it to a contemporary focus on American Political Behavior.

An inquiry approach to this I.M. is necessary; questions must be posed and considered before they can be examined. Reliance on this I.M. should yield a successful learning experience. The careful use of current news sources and analysis is strongly recommended. The basic focus is upon aspects of political science and sociology.

A Note on Student Sources:
1. This instructional module is meant to utilize the Mehlinger and Patrick book American Political Behavior, Book One, Ginn Co., as a text.
2. The Inquiry into Crucial American Problems series book, Propaganda, Polls and Public Opinions, section 5 "Opinions, Polls, and Candidates," by Prentice-Hall--is recommended for use in concept two.
3. Extensive use is made of carefully selected article reprints. They are indespensible to the successful presentation of this I.M. The materials section of the teacher's guide provides a bibliography for needed articles.
4. Reference should be made to the teaching unit Political Thought (Political Patterns), Summer 1970, by Lebowich, Pitner and Wohlfeil, available through the office of the District's Social Studies Coordinator at the ESC.

POLITICAL PATTERNS


Political Identity
1
Political Culture
Political Behavior
Culture
Political Socialization
Political Behavior
School
Roles and Personality
Trends in Voter Behavior
4
Defining Trends
Implications for Future of American Politics
My value judgments
Political Behavior (Focal Concept)
Profiles of the American Voter
3
Who are the majority?
Constructing the Profiles of American Voters
My Profile as a future voter
Public Opinion and Polling
2
Defining a Purpose (Problem)
Stating Hypotheses and Measuring Variables
Testing the Hypothesis
Sampling and Generalizations
Conclusions

Mod: Political Patterns Focal Concept: Political Behavior Concept: 1. Political Identity

Explainers	Materials	Skills	Activities	Dist.	Time
Political Culture 1. Political Behavior	Mehlinger and Patrick, American Political Behavior, pages 9-17 APB Teacher's Guide, pp. 19-20; Worksheet 1		Act. 1 A. Students should have a clear understanding of the concept political behavior and how this type of behavior is acquired by being a member of a particular society, i.e., culture. The ways in which one behaves and thinks politically are learned; cultures transmit to its young certain political values and behavioral patterns. Have students read "Aspects of Political Behavior" in APB, pages 9-17. The APB Worksheet 1 may be used to help students understand what is meant by political behavior, though not too much time should be spent on this section and exercise.	class	
2. Culture	APB,pp. 80-90 (Amish Case Study, pp. 91-99 may be used) (APB Teacher's Guide, page 39); Worksheet 7	Value Clarification	B. Key questionspresented to the class are: 1. What is culture? 2. What is the relationship of culture to political behavior? Distribute Worksheet 7 and 8. In these exercises students are introduced to another concept, that of political efficacy. It is important to clarify its meaning to the students and stress its relationship to political apathy.		
Political Socialization 1. Political Behavior	APB, pp. 100-103 (APB Teacher's Guide, page 44-46) Worksheets 9 & 10; Transparencies 8-9	I. A,B,C II. A,B,C	Act. 2 A. Assign pages 100-103 in APB. Refer students to three key questions: 1. What is socialization? 2. What is the relationship of socialization to political behavior? Distribute Worksheet 9 and show transparencies 8-9. Distribute Worksheet 10; refer to APB Teachers Guide.	class	1 day

Mod: Political Patterns Focal Concept: Political Behavior Concept: 1. Political Identity

Explainers	Materials	Skills	Activities	Dist.	Time
2. School	APB, pp. 103-105 (APB Teacher's Guide, page 46); Transparencies 11-14	III. A,B,C	B. Assign reading in APB. Students are to use evidence from the reading to support or reject hypotheses.	indiv.	1 day
3. Roles and Personality	APB, pages 105-111 (APB Teacher's Guide, pp. 46-47)		C. Show transparencies 11, 12, 13, and 14 in class and have students respond to them as suggested in the Teacher's Guide.	class	

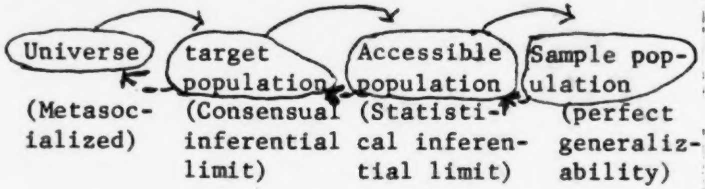
Mod: Political Patterns Focal Concept: Political Behavior Concept: 2. Public Opinion and Polling

Explainers	Materials	Skills	Activities	Dist.	Time
Defining A Purpose (Problem)	APB, pp. 24-29 (APB Teacher's Guide, pp. 24-25); Worksheet 5 Teachers might consult the Dec. 1969 issue of APSR, pp. 1083-1105, for statistical analysis of the 1968 election	I. A,B,C	Act. 1 A. After students read pp. 24-29 in APB and respond to Worksheet 5, have them consider the types and uses of questions in public opinion polling and political science. Emphasize that the procedures used in both polling and political science are the inquiry method that they should be familiar with by now.	class	2 days
	Riker, The Study of Local Politics, Ch. I-IV (polling techniques) Mitchell, Propaganda, (optional) Polls, and Public Opinion, Ch. 5 "The Pollsters" "Opinions and Government" "The Abuses and Fears of Polling Power"	I. A,B,C	B. Introduce students to their assignment which is conducting, in pairs, their own opinion survey concerning political opinions and behavior. The pairs of students are to define a purpose for their survey: what political problems, issues, do they recognize and would like to investigate further? Have these survey problems framed in questions, and the questions are to be identified as 1) descriptive, 2) explanatory, 3) predictive, or 4) prescriptive.	pairs	

Mod: Political Patterns Focal Concept: Political Behavior Concept: 2. Public Opinion and Polling

Explainers	Materials	Skills	Activities	Dist.	Time
	"The Polls" "Polling, Public Opinion, and the American Voter" (Yanklovich)		C. Students will be given additional points for any of the optional reading that they do, and they will indicate that they did the reading by filling out the worksheets pertaining to these readings.	indiv.	
Stating Hypotheses and Measuring Variables	APB, pp. 29-34 (APB Teacher's Guide, pp. 25-28)	II. A,B,C	Act. 2 A. Students should be familiar with the term "hypotheses". Many will not understand the term "variables", which are concepts that vary. In the APB reading, pp. 29-34, the concept of "political efficacy" is also re-introduced.	class	4 days
			B. Following the activities with APB, students should discuss and list the variables that they inted to test. These lists should be submitted to the teacher for evaluation and approval.	pairs or small groups	
Testing the Hypothesis	APB, pp. 34-42 (APB Teacher's Guide, pp. 27-28); Worksheets 2,3,4, and Transparencies 2 and 3)	III. A,B,C	Act. 3 A. By experiencing the APB exercise, student should now begin to understand one of the fundamental problems of opinion surveying: determining the relevant facts by which they will test their own hypotheses.	class	

Mod: Political Patterns Focal Concept: Political Behavior Concept: 2. Public Opinion and Polling

Explainers	Materials	Skills	Activities	Dist.	Time
			B. Returning to their opinion survey projects, student should now formulate the hypotheses that they intend to test. The teacher should require that these be listed and submitted for approval.	pairs or small groups	
Sampling and Generalizations	APB, pp. 42-27 (APB Teacher's Guide, pp. 28-29)	IV.	Act. 4 A. The problems involved in obtaining a representative sample must be carefully explained to the students. It is very important to stress that the sampling must be as "scientifically" defined as possible. Basically, sampling is the process of moving from the largest population to the smallest population that will accurately represent the largest or Universe; the model of this process is as follows:  Universe (Metasocialized) target population (Consensual inferential limit) Accessible population (Statistical inferential limit) Sample population (perfect generalizability) B. Student then should apply the techniques of sampling to their own surveys. Patience and care are imperative here on the part of the teacher.	class	

Mod: Political Patterns Focal Concept: Political Behavior Concept: 2. Public Opinion and Polling

Explainers	Materials	Skills	Activities	Dist.	Time
Conclusion	APB, pp. 48-58 (APB Teacher's Guide, pp. 29-31; Worksheet 5) "Dewey Defeats Truman" (Chicago Tribune)	IV	C. The opinion surveys and sampling will be done largely as projects outside of class. While these activites are being done, other activities will continue in class; these class lessons will relate to and clarify the methods and purposes of the projects. At the finish of the surveys, towards the end of the course, there should be at least two days spent on debriefing. The teacher should refer to readings and exercises in APB, pp. 48-58 for case studies and exercises that will help explain to students the problems involved in sampling and interviewing.		

Mod: Political Patterns Focal Concept: Political Behavior Concept: 3. Profiles of the American Voter

Explainers	Materials	Skills	Activities	Dist.	Time
Who are the Majority?	"The Real Majority" (6 articles by Scammon and Wattenberg) "The Misunderstood (Middle) Generation" Lafore "Politics: Pebble Talk" Phillips, "Still Against the Establishment" & "Silent Majority" "The Electorate, 1968" "1968 Vote Analyzed by Population" "Opinions and Government" "Opinions and "Politics" APB, Unit 3 (APB Teacher's Guide, pp. 59-77)	I. A,B,C II. A,B,C III. A,B,C IV.	Act. 1 A. Distribute the readings in class after the students have formulated hypotheses about the typical majoritarian voter in the United States using the variables of sex, age, occupations, education, political party affiliation, socio-economic status (SES), race, and religion. Have them test their hypotheses from the data presented to them in the readings and draw generalizations. Have them critically analyze the methods by which the data was gathered and question whether the procedures were valid and reliable. B. The teacher may selecte appropriate lessons and activities from the APB Teacher's Guide, particularly material relating to Chapters 10 and 11. These readings and activities can easily lead into the second phases.of concept 3: Constructing the Profile of an American Voter.	pairs or small groups	

Mod: Political Patterns Focal Concept: Political Behavior Concept: 3. Profile of the American Voter

Explainers	Materials	Skills	Activities	Dist.	Time
Constructing the Profile of American 1. My Profile	"A Close Look Into Why People Vote as They Do" "Young and Old Found to Support More Conservative Than Liberal Values" "Change, Yes - Upheaval, No" "Profile of the Voter" Schultz, *Comparative Political Systems*, Ch. 13 (alternative source)	III. A,B,C IV. Values Clarification	Act. 2 A. From the readings, have students write a brief description of the attributes of most American voters. Have some descriptions read in class, selecting students at random. Discussion should follow each reading. B. As a second part of this written assignment, each student is to define his own profile as a near future voter. He or she may be asked these questions: 1. Will he (or she) fit in characteristics with the majority of American voters or away from the center? 2. Will he (or she) have a feeling of political efficacy? Apathy? 3. What factors will influence the way he (or she) probably vote? 4. How politically involved will he (or she) become?		

Mod: Political Patterns Focal Concept: Political Behavior Concept: 4. Trends in Voting Behavior

Explainers	Materials	Skills	Activities	Dist.	Time
Defining Trends	"Historical Electorate Switch Seen" (Harris Poll) "How American People See Political Leaders" (Harris Poll) "The 1970 Census Picture: A Big Shift to the Coasts" "But will SHE go along?" "The New Voting Majority: GOP or Up for Grabs?" "Does '70 Vote Foretell 1972?" "The New Majorities" (Canham)	III. A,B,C	Act. 1 A. Distribute the indicated readings in class. These readings present very recent data and projections of political and voting behavior trends in the United States, and from these readings students are to draw inferences so that apparent trends can be identified. B. After some trends, which seem valid and realistic, have been identified, students might try to see if these trends are evident from the data of their surveys. The teacher must take care not to compare "apples with oranges" since many surveys will not deal with the variables and the purposes of the surveys in the readings. This is an attempt to see if any application can be made, tying the student projects with the readings.	pairs	
Implications for Future of American Politics	Handout: "The Future of American Politics"	VI.	Act. 2 A. On the basis of identified trends, students are to evaluate the impact of these trends on the American political system. These questions appear on the student handout: 1. What effects do you think these apparent political behavioral trends will have on: a. Our types of governments - local, state, national?		

Mod: Political Patterns Focal Concept: Political Behavior Concept: 4. Trends in Voting Behavior

Explainers	Materials	Skills	Activities	Dist.	Time
			b. the American political culture? c. the processes of political socialization in the United States? 2. How do you forsee the degree of political involvement according to these variables? a. age: b: sex: c. education: d. religion: e. occupation: f. race: g. income: The teacher should strongly emphasize that "What is" is being sought in this activity, not "what ought to be" which comes in activity B.		
1. My Value Judgments		Value Clarification	B. Students are now to react to their responses on the handout, "The Future of American Politics." 1. Do you like the political behavioral trends that you and your classmates foresee? 2. Do you like the probable impact of these trends, if they continue, on our political institutions, on our political institutions and overall culture?		

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NOTES TO THE INSTRUCTOR

I.M.: Seminar in Recent United States History, 1870-1970.

Classification: American Studies course Time Allocated: 12 weeks

Focal Concept: The Historical Perspective
  Concept 1. The Nature of History
  Concept 2. Historical Interpretation
  Concept 3. Selected Historical Situations
  Concept 4. Historiography

On Teaching this Instructional Module:

A. The Seminar in Recent United States History is designed to meet these objectives.
   1. Provide a thematical and chronological survey of important events and their relationships in the context of better understanding our heritage.
   2. Offer students an opportunity to learn more about both a broad field and a narrowed topic study view of Recent American History.
   3. Present and utilize the basic skills and perspectives used by historians.
   4. Allow students to become acquainted with basic skills and experiences that will be helpful in future situations; including college history, social science and humanities areas.

B. Requirements of this course:
   1. Two examinations will be given, a mid term and a final.
   2. One major research paper on a particular historical topic. (10-12 typed pages)
   3. Concisely review two historical books, one not dealing with the research topic.
   4. Become acquainted through field trips with the Hoover Presidential Library at West Branch, Iowa, and the University of Iowa Library at Iowa City, Iowa.
   5. Participate in class discussion and seminar work.
   6. Read the courses' history text, Bailey's The American Pageant, Vol. II.
   7. Work on a project demonstrating an understanding and appreciation of the utilization and application of historical research methods to a current historical-use situation.

C. Organization of the Seminar History course:
   The course will be structured on a modified seminar-discussion basis:
   1. Selected chronological or thematic studies will be introduced by posing several pressing problems of that era, considering alternatives and possible consequences. Then an overview of the setting and particulars of that historic situation will be presented via short introductory survey lectures, and available media aids. Selected document studies will be used.
   2. Students will do basic reading from the history text, and various other sources.
   3. Questions, observations, interpretations and comments concerning that specific era study will be raised and considered in class.
   4. Various students will be discussioners relating to the historical study episodes.

5. Students will present, explain, and defend their research papers and its ideas in class seminar settings. Other students will critically consider the merits of their presentations.
6. Whenever possible, emphasis and work will be placed on dealing with the techniques of the historian in considering or analizing varied historical interpretations and their possible implications to events of that time and to our time.

A note on Student Sources:

A. The basic text book reference used will be:
   Thomas A. Bailey, The American Pageant, A History of the Republic, Vol. II, 4th edition, 1971, D. C. Heath Company.
B. Students will also be acquainted with using historical documents. Two available sources are the standard works by Bailey and Hofstadter.
C. Appropriate films will be used where applicable. (The Innocent Years, The Great War, The Jazz Age, Life in the Thirties, World War II Subjects, Age of Kennedy, Part II.)
D. Students will do selected reading from additional sources. They will also read from specific studies as they pursue a specific research topic.
E. Use of Kate Turabian's "A Manual for Writers of Term Papers, Theses, and Dissertations."

An Introduction to the Nature of History:

Suggested aspects of history to be considered in the seminar class:

1. What is history?
   a. It is a happening
   b. It is a record
   c. It is a field of study
      1) The American Historical Association (AHA) was formed in 1884. Its journal, The American Historical Review, began appearing in 1895.
2. Why study history?
   a. As literature
   b. As vicarious experience
   c. As professional training, direct and indirect
3. How to study history
   a. Regular conscientious study
   b. First skim the book, examine the table of contents, then read your assignment
   c. Reread the assignment with an eye to detail
   d. Make a brief outline, not more than one page per chapter or assignment
   e. In the margin of this outline, not important ideas, events, dates
   f. Use this same process for obtaining notes on class lectures
   g. Review your outlines and notes at least once a week
   h. Reread portions of the readings or notes which you do not fully understand
   i. Make out sample exam questions, then answer them. Work to improve your understanding.

4. Why study historical methodology?
    a. Training
    b. Appreciation

Historians Handbook, 2nd edition, Gray, Houghton Mifflin Co.

SEVERAL IDENTIFIED THEMS AND INFLUENCES IN RECENT U.S. HISTORY, 1870 - PRESENT.

I. Internal Settlement,
    - The West and Indian Wars, 1870-1890
    - Closing the Frontier (Turner Theis) 1890

II. Overseas Expansion
    - Spanish - American War, 1898
    - T. R. "Big Stick" in Caribbean, Early 1900's.

III. Industrialization, late 1800's
    - Carnegie and Steel
    - Rockefeller and Oil
    - Morgan and Finance
    - Formation of Conglomerates
        - Conflict and Strife: Pullman Strike, 1894
        - Haymarket Affair, 1886

IV. Urbanization
    - Ghettos - Immigration
    - Popular Culture

V. Reforms
    - Governmental Regulation of Business:
        - Populists
        - Progressives
        - New Deal
        - Late Reformers
    - More Democracy:
        - 17th Amendment: Direct Election of Senators
        - 19th Amendment: Women Gain Right to Vote
        - 26th Amemdment: 18 year olds Right to Vote
    - The Welfare State:
        - New Deal Legislation, 1930's
        - Later attempts.

VI. Times of Prosperity and Depression
    - 1890's - Depression
    - 1920's - Boom and Bust
    - 1930's - Depression
    - 1960's - Economical Growth

VII. Foreign Involvement and Intervention
    - Possession of Phillipines, 1898-1946
    - "Open Door" in China, 1899, "Closed Door", 1949-71
    - Protectorates in the Caribbean, 1803-1972
    - WWI, 1917-1918
    - Neutrality, 1930's
    - WWII, 1941-1945
    - Vietnam, 1954, 1963-72
    - Korean War, 1950-53
    - Cold War Alliances and Aid, 1946-1962

VIII. Racial and Social Inequities
  - Black Americans
  - Indians
  - Other minority situations

IX. Manners and Morals
  - Culture at the turn of the Century
  - Fads in the 1920's
  - Rock Culture of 1950's
  - Youth Culture of 1960's

X. Intellectual Life
  - Social Darwinists - Laissez Faire
  - Reformers
  - Educational Progressivism (Dewey)
  - Freedom of thought and thing advocates

Recent United States History, Basic Reading List

Intended for the use of students who desire additional guided individual reading and research in aspects of U.S. History:

I. General Background reference texts recommended:
  - A. The American Pageant, Vol. II, by Thomas A. Bailey, 4th Edition, 1971.
  - B. The Growth of the American Republic, Vols. I and II, by Samuel E. Morison and Henry S. Commager.
  - C. The National Experience, by Blum, Catton, Morgan, Stampp, Van Woodward, and Schlesinger Jr.
  - D. The Oxford History of the American People, S. E. Morison
  - E. The New Nation (1865-1917)
    War and Troubled Peace (1917-38) Vols. 4,5, and 6 (Malone and Rauch,
    America and World Leadership (1940-65) 3 of a set of 6.)

II. Selected books dealing with specific periods in U.S. History:
  - A. The Response to Industrialism, 1885-1914, by Samuel P. Hays *
  - B. The Good Years,(the U.S. 1900-1914) by Walter Lord
  - C. The Perils of Prosperity, 1914-1932, by Wm. E. Leuchtenburg *
  - D. The New Age of Franklin Roosevelt, 1932-45, by Dexter Perkins *
  - E. The Crucial Decade and After, America 1945-1960, by Eric F. Goldman *
  - F. The Tragedy of American Diplomacy, by William A. Williams
  - G. Only Yesterday, (America in the 1920's) by Frederick L. Allen
  - H. Since Yesterday, (America in the 1930's) by Frederick L. Allen
  - I. The Age of Excess, the U.S. From 1877-1914, by Ray Ginger.
  - J. The Big Change, 1900-1950, by Frederick Lewis Allen
  - K. The Era of Theodore Roosevelt, 1900-1912, by George E. Mowry
  - L. Woodrow Wilson and the Progressive Era, 1910-1917, by Arthur S. Link
  - M. Franklin D. Roosevelt and the New Deal, 1932-1940, Wm. E. Leuchtenburg
  - N. Rendezvous With Destiny, A History of American Reform, Eric F. Goldman *

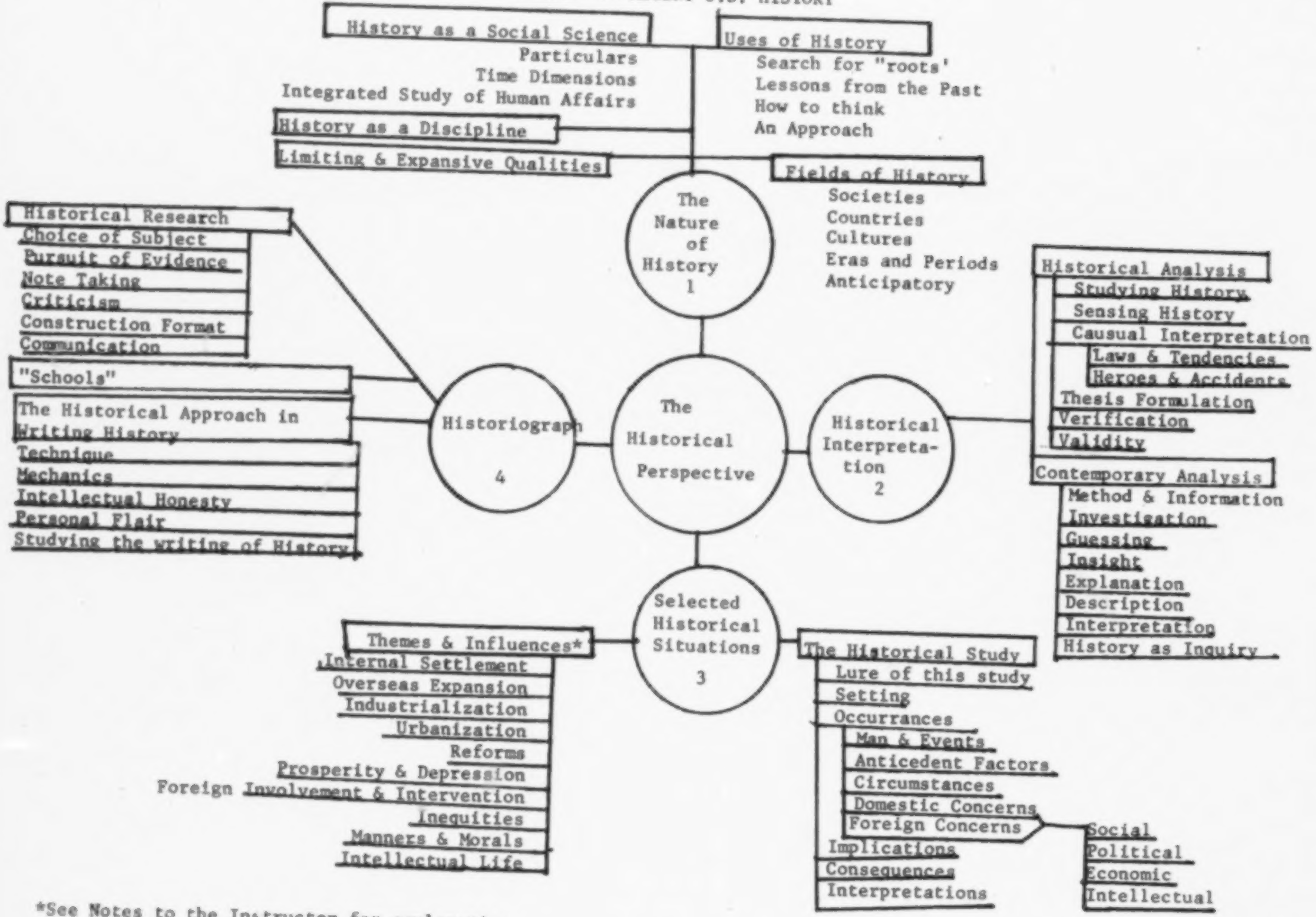
The above books are narrative and interpreted histories.

*Recommend as useful summaries treating a historical period.

III. Several helpsul Documents books are available, and should be consulted. Two of them are:
   A. Great Issues in American History, Vol II., 1864-1957, ed. Richard Hofstadter
   B. The American Spirit, Vol II, ed. Thomas A. Bailey

IV. Where to find writings on particular historical topics:
   A. In Harvard Guide to American History, by Handlin, Schlesingers, Morison, Merk, and Beck. Available in Kennedy IMC, and most libraries.
   Books and authors on specific topics and periods are listed in the Harvard Guide.

SEMINAR IN RECENT U.S. HISTORY



- The Historical Perspective
  - The Nature of History 1
    - History as a Social Science
      - Particulars
      - Time Dimensions
      - Integrated Study of Human Affairs
    - History as a Discipline
    - Limiting & Expansive Qualities
    - Uses of History
      - Search for "roots'
      - Lessons from the Past
      - How to think
      - An Approach
    - Fields of History
      - Societies
      - Countries
      - Cultures
      - Eras and Periods
      - Anticipatory
  - Historical Interpretation 2
    - Historical Analysis
      - Studying History
      - Sensing History
      - Causual Interpretation
        - Laws & Tendencies
        - Heroes & Accidents
      - Thesis Formulation
      - Verification
      - Validity
    - Contemporary Analysis
      - Method & Information
      - Investigation
      - Guessing
      - Insight
      - Explanation
      - Description
      - Interpretation
      - History as Inquiry
  - Selected Historical Situations 3
    - Themes & Influences*
      - Internal Settlement
      - Overseas Expansion
      - Industrialization
      - Urbanization
      - Reforms
      - Prosperity & Depression
      - Foreign Involvement & Intervention
      - Inequities
      - Manners & Morals
      - Intellectual Life
    - The Historical Study
      - Lure of this study
      - Setting
      - Occurrances
        - Man & Events
        - Anticedent Factors
        - Circumstances
        - Domestic Concerns
        - Foreign Concerns
          - Social
          - Political
          - Economic
          - Intellectual
      - Implications
      - Consequences
      - Interpretations
  - Historiograph 4
    - Historical Research
      - Choice of Subject
      - Pursuit of Evidence
      - Note Taking
      - Criticism
      - Construction Format
      - Communication
    - "Schools"
    - The Historical Approach in Writing History
      - Technique
      - Mechanics
      - Intellectual Honesty
      - Personal Flair
      - Studying the writing of History

*See Notes to the Instructor for explanation

NOTES TO THE INSTRUCTOR

I.M.: Philosophy

Classification: Elective-224 Time Alotted: 12 weeks

Focal Concept: Search for the Good Life
  Concept 1. Philosophical Viewpoints
  Concept 2. Life Styles
  Concept 3. Constructing a Life Philosophy

On teaching this instructional module:

This conceptual approach to teaching the I.M. Philosophy is an integral part of a previously developed teaching unit, available from the District's Social Studies Coordinator's office at the E.S.C.

This necessary instructional syllabus is:
  "The Search for the Good Life - Selected Philosophies", Project #48-C, Summer 1970, written by Rod Kervin.
This syllabus provides the needed perspective, organization, goals, activities, materials and bibliography needed to successfully implement this course, when placed with this conceptual framework.

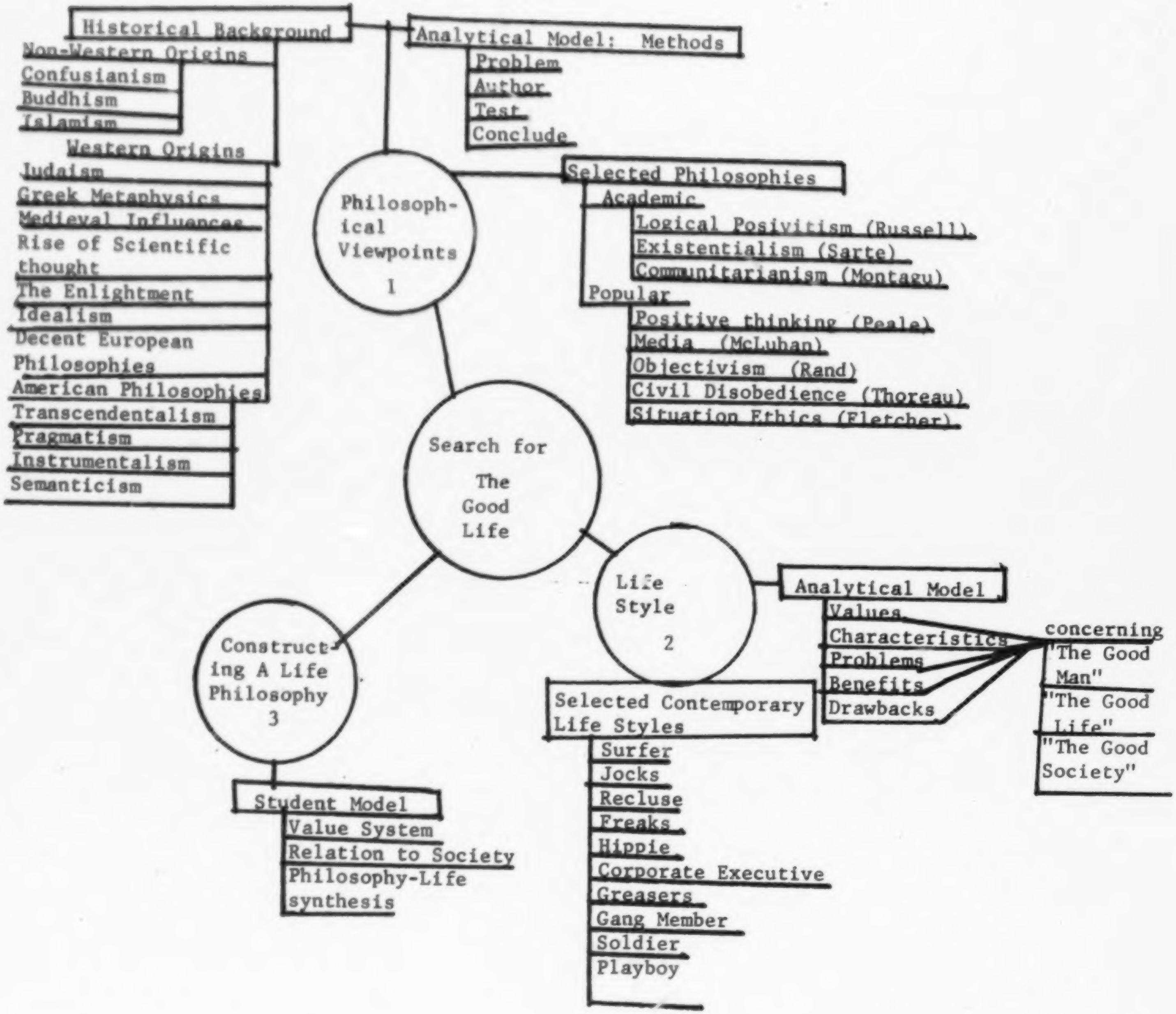
A note on student sources:

The following sources, together with appendicies of reprinted articles found in the "Search for the Good Life" handbook, are recommended for this I.M.:

1. David L. Bender, Constructing A Life Philosophy, an examination of alternatives.
2. Joseph Fletcher, Situation Ethics
3. Ayn Rand, The Virtue of Selfishness
4. Herman Hesse, Demian
5. Marshall McLuhan and Quentin Fiore, The Medium is the Message
6. Norman Vincent Peale, The Power of Positive Thinking
7. Kenneth Keniston, The Uncommited, Alienated Youth in American Society
8. Herbert Marcuse, One Dimensional Man
9. H. D. Thoreau, Civil Disobedience
10. Will Durant, The Story of Philosophy

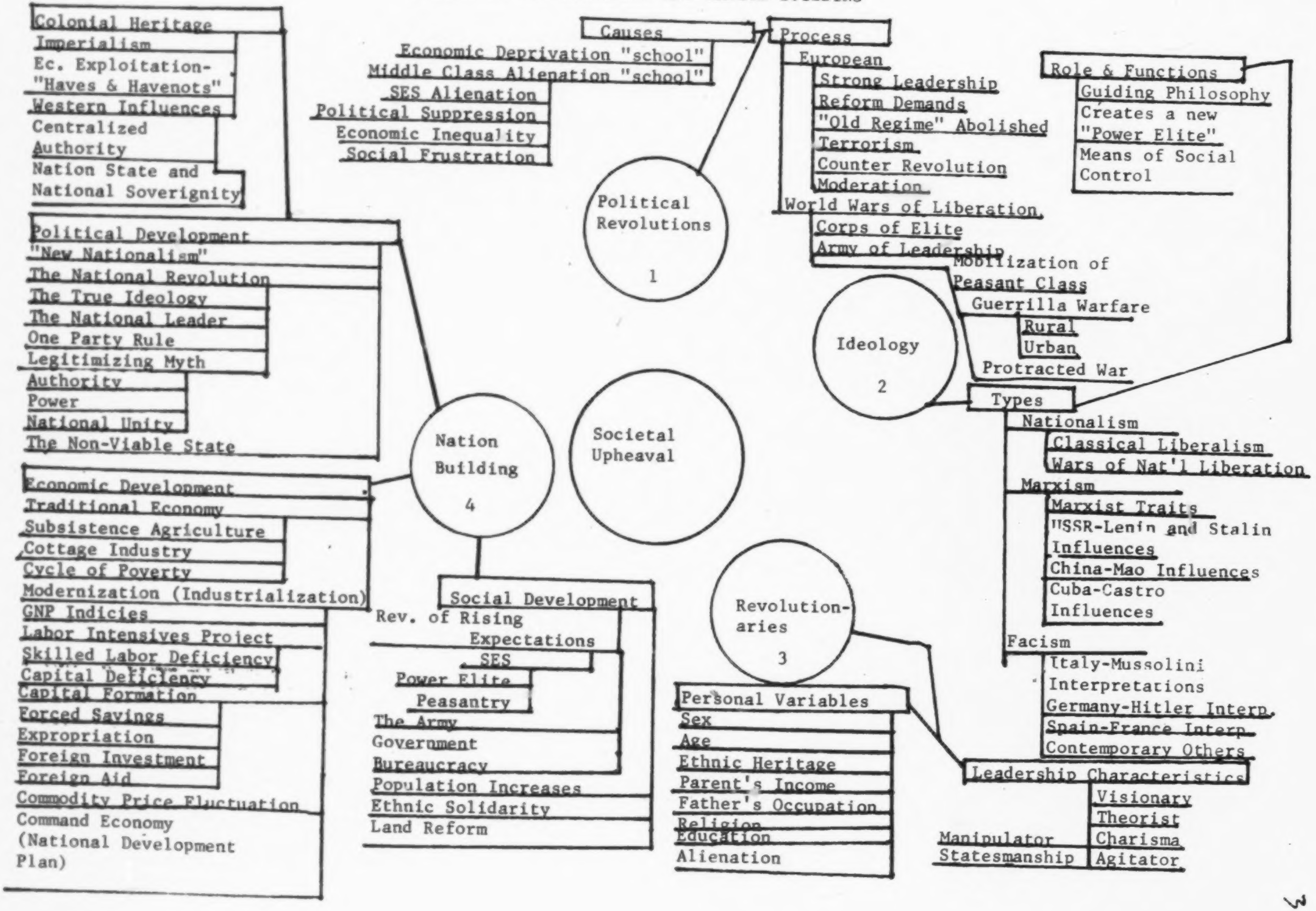
Elective-

PHILOSOPHY


Search for The Good Life
Philosophical Viewpoints 1
Historical Background
Non-Western Origins
Confusianism
Buddhism
Islamism
Western Origins
Judaism
Greek Metaphysics
Medieval Influences
Rise of Scientific thought
The Enlightment
Idealism
Decent European Philosophies
American Philosophies
Transcendentalism
Pragmatism
Instrumentalism
Semanticism
Analytical Model: Methods
Problem
Author
Test
Conclude
Selected Philosophies
Academic
Logical Posivitism (Russell)
Existentialism (Sarte)
Communitarianism (Montagu)
Popular
Positive thinking (Peale)
Media (McLuhan)
Objectivism (Rand)
Civil Disobedience (Thoreau)
Situation Ethics (Fletcher)
Life Style 2
Analytical Model
Values
Characteristics
Problems
Benefits
Drawbacks
concerning
"The Good Man"
"The Good Life"
"The Good Society"
Selected Contemporary Life Styles
Surfer
Jocks
Recluse
Freaks
Hippie
Corporate Executive
Greasers
Gang Member
Soldier
Playboy
Constructing A Life Philosophy 3
Student Model
Value System
Relation to Society
Philosophy-Life synthesis

Elective

REVOLUTIONARY MOVEMENTS AND NATION BUILDING


Political Revolutions 1
Causes
Economic Deprivation "school"
Middle Class Alienation "school"
SES Alienation
Political Suppression
Economic Inequality
Social Frustration
Process
European
Strong Leadership
Reform Demands
"Old Regime" Abolished
Terrorism
Counter Revolution
Moderation
World Wars of Liberation
Corps of Elite
Army of Leadership
Mobilization of Peasant Class
Guerrilla Warfare
Rural
Urban
Protracted War
Ideology 2
Role & Functions
Guiding Philosophy
Creates a new "Power Elite"
Means of Social Control
Types
Nationalism
Classical Liberalism
Wars of Nat'l Liberation
Marxism
Marxist Traits
USSR-Lenin and Stalin Influences
China-Mao Influences
Cuba-Castro Influences
Facism
Italy-Mussolini Interpretations
Germany-Hitler Interp.
Spain-France Interp.
Contemporary Others
Revolution-aries 3
Personal Variables
Sex
Age
Ethnic Heritage
Parent's Income
Father's Occupation
Religion
Education
Alienation
Leadership Characteristics
Visionary
Theorist
Charisma
Agitator
Manipulator
Statesmanship
Societal Upheaval
Nation Building 4
Colonial Heritage
Imperialism
Ec. Exploitation-"Haves & Havenots"
Western Influences
Centralized Authority
Nation State and National Soverignity
Political Development
"New Nationalism"
The National Revolution
The True Ideology
The National Leader
One Party Rule
Legitimizing Myth
Authority
Power
National Unity
The Non-Viable State
Economic Development
Traditional Economy
Subsistence Agriculture
Cottage Industry
Cycle of Poverty
Modernization (Industrialization)
GNP Indicies
Labor Intensives Project
Skilled Labor Deficiency
Capital Deficiency
Capital Formation
Forced Savings
Expropriation
Foreign Investment
Foreign Aid
Commodity Price Fluctuation
Command Economy (National Development Plan)
Social Development
Rev. of Rising Expectations
SES
Power Elite
Peasantry
The Army
Government
Bureaucracy
Population Increases
Ethnic Solidarity
Land Reform

NOTES TO THE INSTRUCTOR

I.M.: Student Council

Classification: Elective   Time Alloted: 12 weeks

Focal Concept: Student Council Activities
    Concept 1. Structural Organization
    Concept 2. Involvement in Making Decisions
    Concept 3. Student Involvement

On teaching this instructional module:

The student council activity course is not in reality a student government course. There is no student government in terms of substantial decision-making process or power. It does not rule, order, interpret, make or enforce laws. Herefore it is an association of people interested in enumerated aspects of school activity planning and execution; a group or council of concerned students.

Throughout the year the structure of this council makes provisions for students to become involved in planning, developing and carrying out various projects, both inside and outside of the school.

The question of student council representativeness is a critical one. What role do ordinary, non student council class members, have in influencing whatever is done by the class, in the name of the entire school? The student participation question will hopefully be facilitated by the operation of the school ombudsman's function, which will allow students to directly communicate their ideas and feelings to representatives of the student population. This is also true of the proposed Student-Faculty-Administration-Council (SFAC).

The aim of students associated with student council is not to play the role of a self proclaimed elite group, but to work to make the school environment and a particular school term more enjoyable, beneficial, and interesting for all the school's students.

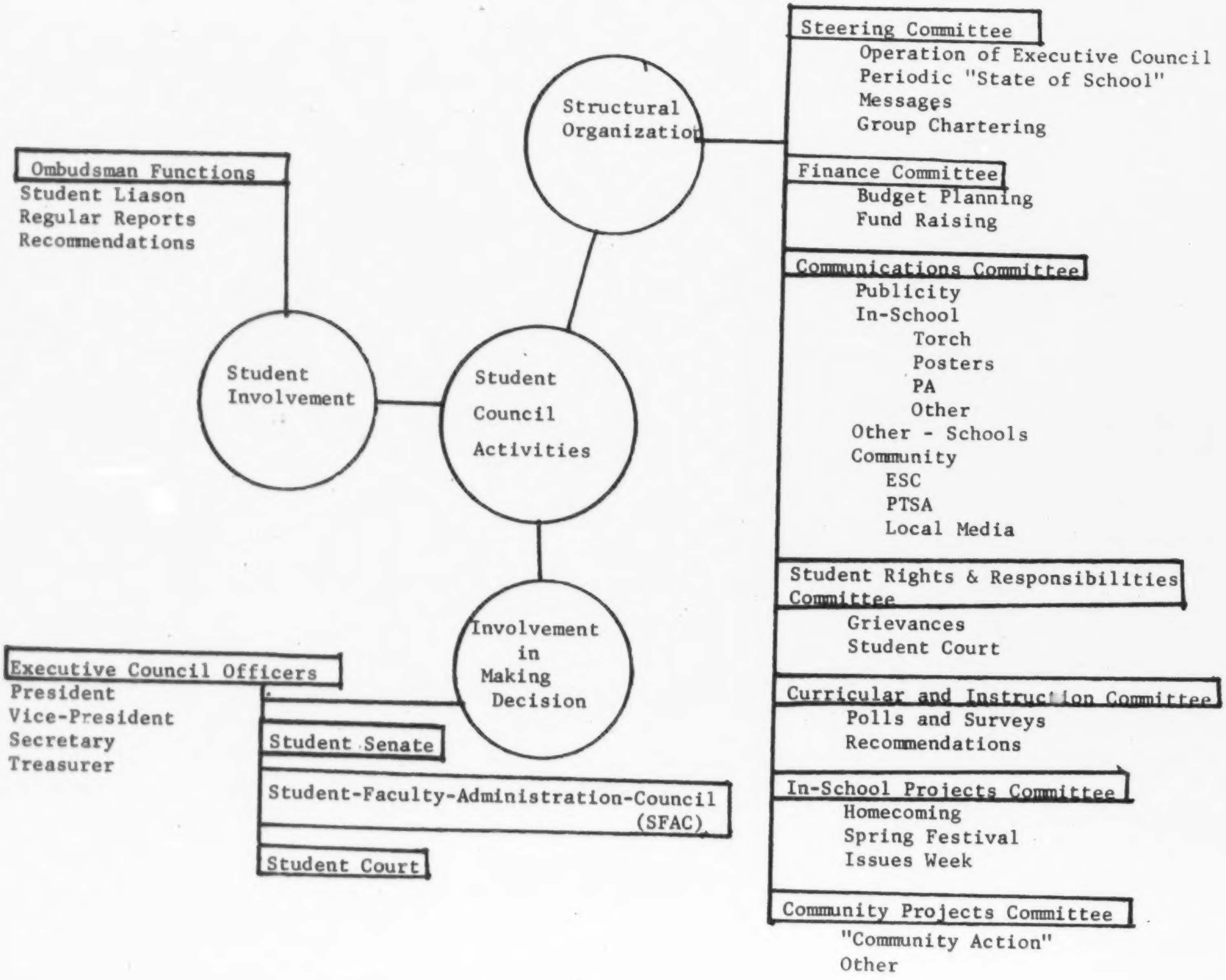
The role of the student government advisor is to help in this process, as he or she acts in the capacity of lobbyist, communicator, expediter, mediator, and activity administrator.

Committee chairmen, together with any elected school student council officers, comprise the Executive or Steering Committee of the student council class.

A Note on Student Sources:

No particular sources are recommended. The instructor and students should devise a list of useful and appropriate sources.

STUDENT COUNCIL


Steering Committee
Operation of Executive Council
Periodic "State of School"
Messages
Group Chartering
Structural Organizatio
Ombudsman Functions
Student Liason
Regular Reports
Recommendations
Finance Committee
Budget Planning
Fund Raising
Communications Committee
Publicity
In-School
Torch
Posters
PA
Other
Other - Schools
Community
ESC
PTSA
Local Media
Student Involvement
Student Council Activities
Student Rights & Responsibilities Committee
Grievances
Student Court
Involvement in Making Decision
Executive Council Officers
President
Vice-President
Secretary
Treasurer
Student Senate
Student-Faculty-Administration-Council (SFAC)
Student Court
Curricular and Instruction Committee
Polls and Surveys
Recommendations
In-School Projects Committee
Homecoming
Spring Festival
Issues Week
Community Projects Committee
"Community Action"
Other

35-6

NOTES TO THE INSTRUCTOR

I.M.: Social Psychology
Classification: Elective Time Allocated: 12 weeks
Focal Concept: Interaction Behavior
    Concept: 1. Behavior: Scientific Analysis
    Concept: 2. "Self" Image
    Concept: 3. Behavior
    Concept: 4. Societal Microcosms

On Teaching This Instructional Module:
Social Psychology is a scientific discipline and should therefore be approached in a theoretical manner. Through using a variety of techniques coupled with the strategy of inquiry, the discipline can be explored in an enjoyable fashion.

The instructor should use extreme caution when dealing this close with individual, unique and rather fragile personalities. Stated somewhat differently, but certainly more bluntly--there should be no direct psychoanalysis in the classroom.

Skills that the instructor desires to develop should be inserted for each activity. The number of estimated days far exceeds 60, and thus the user must pick and choose what to place less emphasis upon. The I.M. has not been field tested, which means that time estimates are relative at best anyway.

Student Sources:
Berelson and Steiner (B & S) Human Behavior
Berger, Invitation to Sociology
Chase, Proper Study of Mankind
Cohen, Secondary Motivation
Harris, I'm O.K., You're O.K.
McCaghy, Charles H. (ed) On Their Own Behalf: Voices from the Margin
    Appleton-Century-Croft, New York, 1968
Montagu, Man in Process
    On Being Human
Simpson, Man in Society
SRSS Inquiries in Sociology
SRSS reading series Social Organizations
SRSS episodes: Images of People
    Small Group Processes
    Testing for Truth
University of Illinois, Experiment on a Shoestring
Urick, Alienation

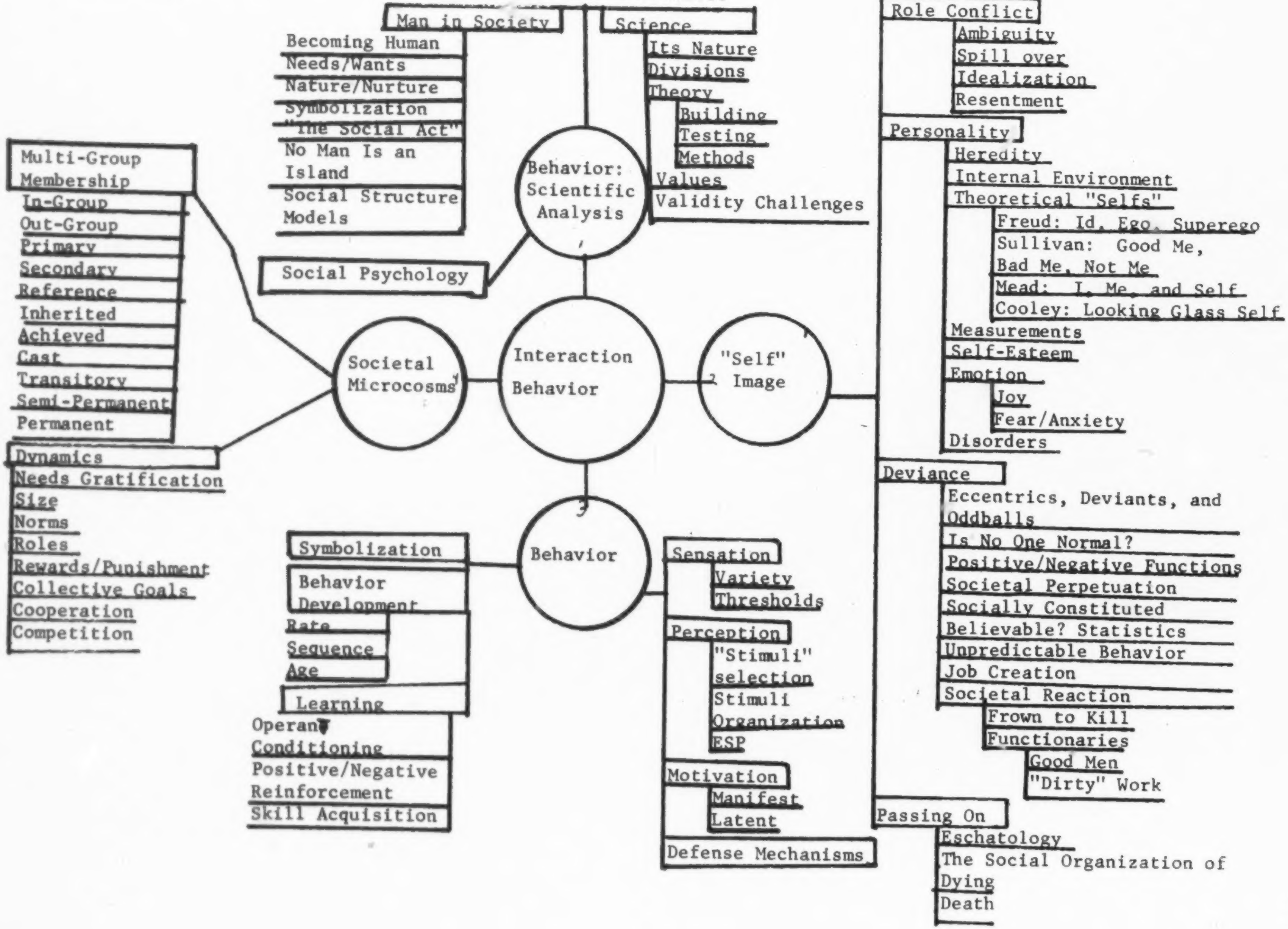
Teacher Sources:

Berne, Eric, Games People Play, Grove Press, New York, 1964
Linton, Ralph, The Study of Man, Appleton-Century-Crofts, New York, 1936
Rose, Peter I. (ed) The Study of Society: An Integrated Anthology, 2nd edition, Random House, New York, 1970
Wallace, Walter (ed) Sociological Theory, Aldine, Chicago, 1969
Lambert, William, Social Psychology, Prentice-Hall, Englewood Cliffs, New Jersey, 1964
Lemert, Edwin M. Social Pathology: A Systematic Approach to the Theory of Sociopathic Behavior, McGraw Hill, New York, 1951
Mills, Theodore, Sociology of Small Groups, Prentice-Hall, Englewood Cliffs, New Jersey.
Rubington and Weinberg, Deviance/The Interactionist Perspective, MacMillan, New York, 1968
Sudnow, David Passing On: The Social Organization of Dying, Prentice-Hall, Englewood Cliffs, New Jersey, 1967
Wertheimer, Michael, Confrontation, Scott Foresman, Glenview, Illinois, 1971

"Human Behavior" developed by Plagman and Wolhfeil under Project #48-C--summer of 1970, and "Personality" developed under Project #28-C--summer of 1971 are relevant to this I.M. and are available from the Social Studies Coordinator at the ESC.

Elective-231

SOCIAL PSYCHOLOGY


Interaction Behavior
Behavior: Scientific Analysis
Man in Society
Becoming Human
Needs/Wants
Nature/Nurture
Symbolization
"The Social Act"
No Man Is an Island
Social Structure Models
Science
Its Nature
Divisions
Theory
Building
Testing
Methods
Values
Validity Challenges
Social Psychology
"Self" Image
Socialization
Role Conflict
Ambiguity
Spill over
Idealization
Resentment
Personality
Heredity
Internal Environment
Theoretical "Selfs"
Freud: Id, Ego, Superego
Sullivan: Good Me, Bad Me, Not Me
Mead: I, Me, and Self
Cooley: Looking Glass Self
Measurements
Self-Esteem
Emotion
Joy
Fear/Anxiety
Disorders
Deviance
Eccentrics, Deviants, and Oddballs
Is No One Normal?
Positive/Negative Functions
Societal Perpetuation
Socially Constituted
Believable? Statistics
Unpredictable Behavior
Job Creation
Societal Reaction
Frown to Kill
Functionaries
Good Men
"Dirty" Work
Passing On
Eschatology
The Social Organization of Dying
Death
Societal Microcosms
Multi-Group Membership
In-Group
Out-Group
Primary
Secondary
Reference
Inherited
Achieved
Cast
Transitory
Semi-Permanent
Permanent
Dynamics
Needs Gratification
Size
Norms
Roles
Rewards/Punishment
Collective Goals
Cooperation
Competition
Behavior
Symbolization
Behavior Development
Rate
Sequence
Age
Learning
Operant Conditioning
Positive/Negative Reinforcement
Skill Acquisition
Sensation
Variety
Thresholds
Perception
"Stimuli" selection
Stimuli Organization
ESP
Motivation
Manifest
Latent
Defense Mechanisms
1
2
3
4

Mod: Social Psychology Focal Concept: Interaction Behavior Concept: 1. Scientific Behavior Analysis

Explainers	Materials	Skills	Activities	Dist.	Time
Introduction	Handout: "What Do You Think?" (See SRSS Inquiries in Sociology: Instructor's Guide, p 108)		Act. 1 Note: This should only take about 10 minutes. Do nothing with it at this point, but save the responses to give back to students after they have retaken the questionaire during the last week of the I.M. After students have finished, instruct them to place the period number in the upper-right hand corner, and below that to put some kind of identifying mark, (fish, bird, etc.) so they will be able to get their paper back.	indv.	
Man in Society: Becoming Human	Handout: "Characteristics of Being Human" 1 page		Act. 2 A. Complete the handout, adding any characteristics that he feels are not indluded.	indv.	1 day
			B. Arrive at consensus and formulate a definition of being human that synthesizes their consensual responses and additions to the check list.	groups of three	
			C. Discuss as a class group definitions. Introduce into the discussion the ideas of humanization, dehumanization, humane, and inhumane	class	
	SRSS Inquiries in Sociology, "The Cases of Anna and Isabelle" Montagu, Man in Process "Wolf Children" pp 60-66		Act. 3 A. After reading develop a discussion based on the questions: 1) Were Anna and Isabelle human beings? 2) In what ways were they like humans? 3) In what ways were they different? 4) How and why were they different at age five from the way you and most other children were at that age?	indv. to class to indv.	1 day

Mod: Social Psychology Focal Concept: Interaction Behavior Concept: 1. Scientific Behavior Analysis

Explainers	Materials	Skills	Activities	Dist.	Time
			B. (Note: Questions could be given previous to the reading). Develop a hypothesis concerning mans "nature". Throughout this "explainer" evidence should be gathered on two ledgers: 1) Supporting evidence 2) Refuting evidence. At the end of the explainer you will be asked to form a conclusion to your hypothesis.		
	Montagu, Man in Process "The Origin and Nature of Social Life" pp 42-59		Act. 4 Read/Discuss	indv.	1 day
Man in Society: Needs and Wants			Act. 5 A. List the needs you perceive humans to have.	indv.	1 day
			B. Move into groups of five and attempt group consensus. Categorize.	groups of 5	
			C. Each group will write on the board their categorized lists.		
			D. During class discussion consensus should be reached on one categorized list of human needs.	class to indv.	
	Maslow's "Need Hierarchy" Fromm's Need discussion from The Sane Society Merrill Harmin's "Some Human Needs"		Act. 6 A. Using overhead projector introduce various theories of human needs.	class	1 day
	Chase, The Proper Study of Mankind pp 275-277 "Seven Wants"		B. Read/Discuss.	indv.	

Mod: Social Psychology Focal Concept: Interaction Behavior Concept: 1. Scientific Behavior Analysis

Explainers	Materials	Skills	Activities	Dist.	Time
Man in Society: Needs/Wants continued	Murray Banks recording: "What to do Until the Psychiatrist Comes" (Joint County S.S.)		C. Listen to section dealing with human wants and needs. D. Record evidence for "Human nature" hypothesis.	class to indv.	
	Montagu, On Being Human, "The Basic Needs of Man" pp 49-52		Act. 7 A. Read/Discuss.	indv.	
			B. Go back to categorized list that the class made to determine if it should now be altered.	class	
	Montagu, On Being Human 1) "The Need to Love" 2) "Fission vs. Fusion" pp 96-102		C. After reading materials decide how important "love" is as a human need.	indv.	
	Handout: "Can Your Thoughts Kill?" 1 page (Coe College experiment reported by Dennis Bates in C.R. Gazette, Jan. 30, 1972.		D. Does the new evidence alter your idea of how important love is? E. Record evidence for "human nature" hypothesis.	pairs to indv.	1 day
	Handout: "Human Needs Pyramidal Hierarchy" 1 page		Act. 8 Homework Assignment: Develop a pyrimidal hierarchy of what is now felt to be human needs. Note: When these are brought to class have students asterick those which they feel are wants rather than needs.	indv.	

Mod: Social Psychology Focal Concept: Interaction Behavior Concept: 1. Scientific Behavior Analysis

Explainers	Materials	Skills	Activities	Dist.	Time
Man in Society: Nature/Nurture	B & S "Environment and Intelligence" p 91-94 190-192 "The Image of Man" pp 197-200 Transparencies of: 1) Table 1-2 "Comparitive Adult I.Q. of Identical Twins Separated in Infancy or Childhood" 2) Figure 1-1 "Relationship Between I.Q. Score and Educational Advantages Experienced by Identical twims Separated in Infancy or Childhood"		Act. 9 A. Read/Discuss B & S. B. Lecture/discussion concerning nature/nurture introducing transparencies. Note: There is instructor background information on nature/nurture, heredity/environment on pp 34-37 of SRSS Instructor's Guide. C. Record evidence for "human nature" hypothesis.	indv. to class to indv.	1 day
	Video tape of NBC show Childhood: The Enchanted Years		Act. 10 Observe.	indv.	1 day
	Handout: Influence of Heredity and Environment (1 page)		Act. 11 Given seven settings draw conclusions from the findings.	pairs	1 day
Man in Society: Symbolization	SRSS Inquiries in Sociology, "The Importance of Language" pp 30-34		Act. 12 A. "Communication." Several activities are suggested on pp 42-44 of the SRSS Instructors Guide	indv. to class	1 to 3
	Language in Thought and Actions by S.I. Hayakawa. This is good instructor background reading.		B. After introducing Hayakawa's thoughts on "purr, dum dum and snarl words" have students identify various situations in which they would be used and what would be said. C. Record evidence for "human nature" hypothesis.	groups of 3 to indv.	

Mod: Social Psychology Focal Concept: Interaction Behavior Concept: 1. Scientific Behavior Analysis

Explainers	Materials	Skills	Activities	Dist.	Time
Man in Society: "The Social Act"	Montagu, On Being Human Handout: "The Social Act" Based on George Herbert Mead		Act. 13 A. Read and discuss. B. Record evidence for "Human nature" hypothesis.	class to indv.	1 day
Man in Society: "No Man is an Island"	Montagu, On Being Human 1) "The Survival of the Fittest" pp 15-26 2) "The First Step" pp 53-67 3) "No Man is An Island" pp 68-81.		Act. 14 A. Each member of the group needs to read only one of the selections. After reading, exchange should occur in the groups B. Have reports from the groups to the class at large. C. Record evidence for "human nature" hypothesis.	groups of 3 to indv.	1 day
Man in Society: Societal Models	Transparencies of Institutional models; Social Disorganization, Goals, Order, Process model, Man-Society interactive model		Act. 15 A. Each group will have one model. After studying and discussing in the groups discuss in class the various aspects that each might contribute to an understanding of "Man in Society"	groups of 4 to class	1 day
			B. Culminate by each group listing at least 10 characteristics of U.S. society. Have their list written on the board. C. Record evidence for "human nature" hypothesis.	indv.	
Man in Society	Berger, Invitation to Sociology: A Humanities Perspective		Act. 16 A. Assign each group one chapter, discuss Key question: "Is man culturally determined or is he free to be a "rugged individualist?"	8 groups	2 days
			B. Record evidence for "human nature" hypothesis.	indv.	
			Act. 17 Homework Assignment: State your original "human nature" hypothesis. Form a conclusion to your hypothesis. If your hypothesis was refuted--restate it in light of the evidence observed.		

Mod: ___ Psychology Focal Concept: Interaction Behavior Concept: 1. Scientific Behavior Analysis

Explainers	Materials	Skills	Activities	Dist.	Time
Science	(Please see the Sociology-Anthropology I.M. concept "Scientific Behavior Interpretation", explainer "Science" developed under this project for materials and activities concerning this explainer.)				
Social Psychology	Simpson: "Psychology, Social Psychology, and Sociology" pp 34-46		A. Read. B. Three students will obtain course titles and brief course descriptions from various college and university catalogs concerning the three field (one each field) and report to the class. C. / Student will obtain several dictionary definitions concerning each field and report. D. Discuss.		

Mod: Psychology Focal Concept: Interaction Behavior Concept: 2. "Self" image

Explainers	Materials	Skills	Activities	Dist.	Time
Socialization Role Norms SES Values	(Please see the Sociology-Anthropology I.M. concept "Role Control" explainer "Acculturation/Socialization" and the American Society I.M. concepts "Social Status" and "Social Values" developed under this Project for a wide variety of materials and activities concerning this explainer. Also see "Personality" developed under Project 28-C, Summer--1971 and "Human Behavior" developed under Project 48-C, Summer of 1970. All are available from the Social Studies Coordinator at the ESC.)				sug. 1 - 5
	Handout: Developing A Synopsis of Socialization Patterns" (1 page) Film: "Because, That's Why" (Joint County SS) Handout Reading: "The Oversocialized Conception of Man in Modern Sociology" by Dennis H. Wrong, American Sociological Review, Vol. XXVI (April, 1961) pp 183-193 (Also in Rose, ed. The Study of Society, pp 132-140)		An alternative to a detailed study of Socialization which is concise and yet gets the idea across.		
Socialization	SRSS Inquiries in Sociology, pp 35-49 "How Does Self Concept Develop" pp 35-36 "Moral Judgement" pp 36-37 "Norms" pp 37-42 "Roles" pp 43-45, 48-49 "From Institutions to Social Stratification" pp 148-149		Act. 1 Another alternative to the study of socializing factors.		

Mod: Psychology Focal Concept: Interaction Behavior Concept: 2. "Self" Image

Explainers	Materials	Skills	Activities	Dist.	Time
Role Conflict: Ambiguity Spillover Idealization Resentment	SRSS Inquiries in Sociology "Role Conflict" pp 43-47		Act. 2 A. Read/Discuss. Instructor background reading: Goode, Wm. J. "A Theory of Role Strain" American Journal of Sociology, Vol. LXIV, Sept. 1958	indv. to class	1 day
			Act. 3 Homework Assignment: Select one aspect of role conflict in your life and describe how you resolved it.		
Role Conflict: continued	SRSS Inquiries in Sociology, pp 132-141 Instructor's Guide, pp 135-136		Act. 4 Bob Metky situation. A. Read and write out the immediate problem Metky faces	indv	1 day
			B. Get consensus on the problem. C. State the points of View he must consider. D. State his personal dilemma. E. Report to class decisions you made.	groups of three	
		Value clarification	F. State where you would locate the cement plant.	indv	
Personality: 1) Heredity 2) Internal Environment			Act. 5 Invite a science instructor to speak to the students in support of the hypothesis, "Ones personality tends to be influenced more by hereditary than by environmental factors". Have him include in his presentation the body's "internal environment" concentrating on glandular activity.	class	1 day
	Handouts: 1) "How Heredity Affects Your Family's Health" 3 pages 2) "Basic Temperaments: Choleric, Sanguine, phlematic, melancholic" 1 page		Act. 6 A. Read/Discuss handouts "1" and "2" in sequence. B. Develop a hypothesis concerning personality.	indv. to class to indv.	1 day

Mod: Sociology Psychology Focal Concept: Interaction Behavior Concept: 2. "Self" Image

Explainers	Materials	Skills	Activities	Dist.	Time
	3) "Temperament Assessment" 1 page		C. Select one example from each of the three categories (school positions, occupational positions, and well-known people) and 1) write a temperament description. 2) Place each on a temperament continuum. choleric sanguine phlegmatic melancholic	pairs	
Personality Theoretical "Selfs"	Handout: "Determinants of Personality Model" 1 page		Act. 7 A. After explaining the model discuss its validity.	class	1 day
	Handout: "Some Definitions of Personality" 1 page Berger, pp 99-100		B. After discussing the definitions, introduce in a more detailed way the theories of "self" according to Freud, Sullivan, Mead, and Cooley. C. Record evidence concerning "personality" hypothesis.	class to indv.	
			Homework Assignment: Select one of the theories of "self" which seems most valid to you, and which describes the consistencies of human behavior, state why you selected that one. Note: It is best to begin this in class.	indv.	
Personality: Measurements			Act. 8 A. Invite the school psychologist to describe to the students how personality measurement is accomplished. Ask him to include such things as: ratings behavior sampling interview participant observation inventories critical incident projective observation Ask him also to bring samples. B. Record evidence concerning "personality" hypothesis.	class to indv.	1 day

Mod: Socialogy Psychology Focal Concept: Interaction Behavior Concept: 2. "Self" Image

Explainers	Materials	Skills	Activities	Dist.	Time
			Act. 9 A. Invite a Symbolic Interactionist from a college to present the ideas of self-esteem as expressed by; Wm James, W.I. Thomas, and C.H. Cooley. B. Record evidence concerning "personality" hypothesis.	class to indv.	1 day
sonality: f Esteem	SRSS Inquiries in Sociology 1) "What Factors Affect Adolescent Self-Esteem?" pp 68-69 2) "The Adolescent Self-Image" pp 70-75		Act. 10 A. Read/Discuss. B. Record evidence concerning "personality" hypothesis.	indv. to pairs	1 day
sonality: ions			Act. 11 A. Develop a list of emotions.	pairs	1 day
			B. Define and categorize the list into the following three categories: Cognitive Affective Cognitive and Affective combination	groups of four	
			Have each group write their categorized list on the board and attempt amalgamation. Introduce theoretical positions concerning emotion.	class	
			C. Record evidence concerning "personality" hypothesis.		
onality: ion-Joy			Act. 12 A. Identify 20 specifics in finishing the sentence; "Joy is ________________. B. Each group will write their list on the board and refine. Categorization might be interesting but exasperating.	groups of 3	1 day

Mod: Sociology-Psychology Focal Concept: Interaction Behavior Concept: 2. "Self" Image

Explainers	Materials	Skills	Activities	Dist.	Time
Personality: Emotion Fear/Anxiety	Handouts: 1) "Anxiety Factors" 1 page 2) "Stress Can Serve Useful Purpose" Wm. Gerber. 1 page in Des Moines Register 7/25/70.		Act. 13 A. Complete the checklist. Have 2 students tabulate the results for males and females, while others discuss the meaning of anxiety and fear. Note: this discussion can be a basis for "Defense Mechanisms" dealt with in the "Behavior Concept". B. Read/Discuss.	indv. to class	1 day
Personality: Disorders	Handout: "Personality Disorders" 3 pages		Act. 14 A. After reading the case studies regarding: Neurotic Reactions, Psychotic Reactions, and Schizophrenic reactions ask for questions. Don't force it. B. Record evidence concerning "personality" hypothesis.	indv. to class	1 day
	Handout: "Mental Illness" from Abnormal Psychology and Modern Life. 5 pages		Act. 15 Read the case studies and complete the questions.	pairs	1 day
	Murray Banks recording "What to do Until the Psychiatrist Comes" (Joint County)		Act. 16 A. Listen to sections dealing with "Adjustment" and "Tests for Adjustment".	class	
	Handout: "The Myth of Mental Illness" by Thomas Szasz		B. Read/Discuss the validity. C. Record evidence concerning "personality" hypothesis.	indv. to class	1 day

Mod: Sociology Psychology Focal Concept: Interaction Behavior Concept: 2. "Self" Image

Explainers	Materials	Skills	Activities	Dist.	Time
	Handout: 1) "A Case of A 'Psychotic' Navaho Indian Male" Donald Jewell. Human Organization, No. 1 (page 952) pp 32-36 (also in Rubington and Weinberg, pp 68-75) 2) "Family Processes and Becoming a Mental Patient" Donald Sampson et. al. American Journal of Sociology, Vol. 68 (July 1962) pp 88-96 (also in Rubington and Weinberg pp 41-50)		Act. 17 A. Read/discuss each in sequence. B. Record evidence concerning "personality hypothesis.	indu to class	1 day
			Act. 18 A. Invite the school psychologist to explain various aspects of personality disorder. Students should have an ample supply of questions for him. B. Record evidence concerning "personality" hypothesis.	class	1 day
			Homework Assignment: Form a conclusion of personality disorders. State your original "personality" hypothesis. If your hypothesis was refuted--restate it in light of the evidence observed.		
Deviance: 1) Eccentrics, Deviants and Oddballs 2) Is no one "normal"?			Act. 19 A. List on the board student responses to the question: "What is a deviant activity?" B. Refine and categorize the list.	class	1 day

Mod: Sociology Psychology Focal Concept: Interaction Behavior Concept: 2. "Self" Image

Explainers	Materials	Skills	Activities	Dist.	Time
	Film: "The Detached American" (Joint County)		C. Observe.		
Deviance	SRSS Inquiries in Sociology, 1st column, page 254 and 2nd paragraph, page 284 B & S 1) "Crime and Delinquency" pp 29-33 2) "Divorce" pp 42-44 3) "Illegitimacy" p 37 4) "Social Disorganization" pp 28-35 Handouts: 1) "Notes on the Sociology of Deviance" Kai Erickson, 6 pages Social Problems, Vol. IX, #4, 1962. pp 307-314 (also in Rose, pp 775-783) 2) "Some Functions of Deviant Behavior." 5 pages American Journal of Sociology, 68 (1962) pp 172-182. (Also in Rose, pp 763-771) 3) "Delinquent Subcultures: Sociological Interpretations" by David Bordua. The Annals, 338 Nov. 1961, pp 119-136 (also in Rose, pp 813-826)		Act. 20 A. Read/Discuss SRSS and B & S B. Develop a hypothesis concerning deviance. C. During the explainer "deviance" the class will be split into 3 equal groups. Each group will keep ledger sheets concerning various aspects of deviance. Whenever data appears as a result of A-V presentation, reading, discussion, etc. the "ledger keeper" of that aspect will record: 1) The data, 2) The source of data origin. At the conclusion of the study, ledger sheets of the three groups will be compared. Aspects for ledgers: "Positive Functions of Deviance" "Negative Functions of Deviance" "Societal Perpetuation of Deviance" "Deviance as Socially Constituted" "Societal Reactions to Deviance" "Functionaries: The Agents of Social Control" "Believable? Statistics" "Why the 'Righteous' see deviance as Bad" "Jobs Created by Deviancy" "Specific Norms Broken" "Definitions of Deviance" Instructor Background Sources: Rubington and Weinberg, Becker, McCaghy, and Lemert (for full information see the instructor's bibliography)	3 large groups	16 days

Mod: Sociology , Psychology Focal Concept: Interaction Behavior Concept: 2. "Self" Image

Explainers	Materials	Skills	Activities	Dist.	Time
	4) "Social Factors in Juvenile Delinquency" (from Shaw and McKay)		Invite the following guest speakers: D. Youth Detective E. Minister F. Group of inmates from Anamosa State Prison G. Visit a Vocational "Rehabilitation" Center	class	
			H. Students with like aspects will compare their papers and prepare a group presentation to the balance of the class	groups of three	
			I. Class presentations	groups of three	
			J. Trip to the city jail	class	
			Act. 21 Homework Assignment: Form a conclusion to your "deviance" hypothesis. State your original "deviance" hypothesis. If your hypothesis was refuted--restate it in light of the evidence observed.		
Passing On	Berger, "das Man Concept" pp 146-147 Handout Readings concerning death: 1) Psychology Today Aug. 1970 Psychology Today June, 1971 Mead "Burma" p 47 "Tiv" pp 117-118		Act. 22 After students have read the material, develop a discussion surrounding the topic of death and dying. Submit the hypotheses for testing during the explainer: "People in the U.S. feel they are going to live forever" and "Life would have no meaning were it not for death".	indv. to class	1 day

Mod: Social Psychology Focal Concept: Interaction Behavior Concept: 2. "Self" Image

Explainers	Materials	Skills	Activities	Dist.	Time
Passing On continued	Instructor background reading: Passing On: The Social Organization of Dying. Prentice-Hall Englewood Cliffs, New Jersey, 1967		Act. 23 A. Role-playing situation: Scene - A hospital room Present - Man (age 79) who appears to be near death Doctor who has cared for the man above Wife of the man who is about to die Son of the man who is about to die Wife of the son of the man who is about to die Female grandchild - age 13 Situation: Doctor has just announced, "I've done all I can". (or some variation) B. Presentations should not be more than 10 minutes long.	groups of six	2 days
			C. "Debriefing" of role playing situation. Note: If students or the instructor have other situations in mind, further acting could be engaged in such as: Scene at a home Scene at a funeral home Scene at a gravesite		
			Act. 24 Invite a lawyer to speak on the topic of making up a will.		1 day
			Homework Assignment: Choose one of the hypotheses given in Activity 22. Form a conclusion. If the hypothesis was refuted--restate it in light of the evidence observed.		

Mod: Social Psychology Focal Concept: Interaction Behavior Concept: 3. Behavior

Explainers	Materials	Skills	Activities	Dist.	Time
Symbolism	Handout: "Word Connotations" 1 page, SRSS Inquiry in Sociology: Instructor's Guide, pp 44-45		Act. 1 A. Review experiences of "symbolization" during "Man in Society" explainer going deeper into "body language". B. The instructor should follow directions closely given in the guide. This activity will point out the link between language, thought, and feeling. This will strengthen "emotion" previously dealt with and points towards "learning" which will be dealt with shortly.	class	1 day
Behavioral Development: Rate	B & S "Individual Rate of Development" pp 126-127		Act. 2 Read/Discuss	class	1 day
Behavioral Development: Sequence and Age	B & S "General Sequence of Development" pp 127- B & S "Age Grading" pp 128-131		Act. 3 Read/Discuss	class	1 day
Learning: Operant Conditioning	B & S "Types of Conditioning" pp 131-133 Chase: A Proper Study of Mankind, "Learning Things" pp 248-257 Montagu: "'I' verses 'You'", On Being Human pp 83-92		Act. 4 Read/Discuss	class	1 day

Mod: Social Psychology Focal Concept: Interaction Behavior Concept: 3. Behavior

Explainers	Materials	Skills	Activities	Dist.	Time
Learning: Positive/ Negative Reinforcement	SRSS *Inquiries in Sociology: Instructors' Guide*, pp 46-51 Handouts: 1) 1st "Foreign Language Test" 2) 2nd "Foreign Language Test" 3) Tally Sheet		Act. 5 The instructor should follow directions closely given in the guide. This activity will not only point out positive and negative reinforcements but also will review, give depth to, and strengthen the "self" image concept. Additionally it will lead into the "Defense Mechanisms" explainer which will conclude the "Behavior" concept.	class	2 days
	B & S 1) "Indirect Reinforcement" pp 133-135 2) "Frequency of Reinforcement" pp 135-137 3) "Effort and Reward" pp 137-138 Urick: "Poor Scholar's Soliloquy" pp 52-54		Act. 6 Read/Discuss		1 day
Learning: Skill Acquisitions	B & S "Acquiring Skills" Handouts: 1) "Animal Intelligence" Carl Warden 2) "A Day in the Life of a 'Tree'", Cathy Hayes		Act. 7 Read/discuss bringing in the ideas imitation, trial and error, and growth in relation to skill acquisition.		
Sensation	B & S: "Sensation and Variety" pp 141-144 "Absolute Thresholds" pp 144-145, "Differential Thresholds" pp 145-146		Act. 8 A. Read/Discuss B. Using common pins, ice, and a flame: determine the number of "receptors" one has in a ½ inch diameter circle placed on the forearm. C. Extrapolate from physical sensations to psychological sensations.	pairs	1 day

Mod: Social Psychology Focal Concept: Interaction Behavior Concept: 3. Behavior

Explainers	Materials	Skills	Activities	Dist.	Time
Perception	B & S "Perception" p 147 SRSS Inquiries in Sociology "The Eye of Childhood" pp 207-209, 211-212		Act. 9 A. Read B & S B. Work with "Ruby's pictures" in SRSS 1) What do you see? 2) What is Ruby's "self" concept? 3) Why? C. Develop a hypothesis concerning perception.	class to indv.	1 day
Perception: 1) Stimuli Selection and 2) Organization	SRSS episode, Images of People 1) "Perception" pp 2-9 2) "What are Images" pp 10-16 3) "Can Images Be Deliberately Changed?" pp 17-23		Act. 10 A. Each group will be assigned 1 of the 3 sections to present to the balance of the class (2 days preparation time) B. Presentations (3-5 days) C. Record evidence concerning "perception" hypothesis throughout.	3 groups	5 to 7
	B & S: 1) "Selection of Stimuli" pp 147-150 2) Organization of Stimuli" pp 150-157		Act. 11 A. Read/discuss B. Record evidence concerning"perception"hypothesis	class to indv.	1 day
	Film "Unwed Mother Interview" University of Iowa, #U6577		Act. 12 A. Observe B. Record evidence concerning "perception" hypothesis.	class	1 day
Perception: ESP	B & S "ESP" pp 157-158		Act. 13 A. Read/Discuss B. Record evidence concerning "perception" hypothesis		1 day
			Homework Assignment: Form a conclusion to your "perception" hypothesis. State your original "perception" hypothesis. If your hypothesis was refuted--restate it in light of the evidence observed.		

Mod: Social Psychology Focal Concept: Interaction Behavior Concept: 3. Behavior

Explainers	Materials	Skills	Activities	Dist.	Time
Motivation	B & S: "Motivation" pp 159-160		Act. 14 A. Read/discuss, bringing into the discussion the definitions for the sequence of "stimulus - value - belief - attitude." Give several examples of the sequence. B. Give some other examples for students to work on; i.e. Attendance at a high school mixer Buying a car Taking a part time job Getting married Using marijuana Attending church	class to pairs	1 day
Motivation: Psychological	B & S "Psychological Motives" p 160		Act. 15 Bring into the discussion the idea of "manifest motives".	class	1 day
Motivation: Social	B & S 1) "Social Motives" pp 161-162 2) "Curiosity" pp 162-164 3) "Affiliation" pp 164-165 Goode, The Family "Achievement Motivation" pp 77-78 Film: "Obedience"		Act. 16 A. Read and reemphasize during the discussion of the idea of "manifest motives". B. Observe and discuss in relation to achievement motivation. (A documentary on the conduction of laboratory experiments. An unknowing person pulls a switch which "shocks" a confederate)	indv. to class	1 day

Mod: Social Psychology Focal Concept: Interaction Behavior Concept: 3. Behavior

Explainers	Materials	Skills	Activities	Dist.	Time
Motivation: Frustration	B & S "Frustration" pp 166-170 Murray Banks recording of "What to do Until the Psychiatrist Comes" (Joint County S.S.)		Act. 17 A. Read/Discuss B. Listen to appropriate sections of Banks dealing with frustration.	indv. to class	1 day
Motivation: Latent Motives	B & S "Unconscious Motives" pp 171 Handout: "Motivation Synthesis" 1 page		Act. 18 A. Read/Discuss B. Complete the questions concerning some specific act recently publicized. (questions include: goals, stimulus, value(s), belief(s), attitude(s), manifest and/or latent motivation, and need(s) fulfilled by the act).	pairs	1 day
	SRSS Inquiries in Sociology "Attitudes and Defense Mechanisms" pp 214-215 B & S 1) "Frustration" pp 166-170 2) "Defense Mechanisms" pp 171-172 Handout: "Working Off Frustration" 1 page Worksheet: "Defense Mechanisms" 1 page		Act. 19 A. Read SRSS B. Develop a hypothesis concerning defense mechanisms and why people use them. C. Read B & S and handout, record evidence concerning your "defense mechanisms" hypothesis D. Instructor explanations of 20 various defense mechanisms emphasizing that people who use any or all of them are not abnormal or suffering from a personality disorder. E. Each group will be assigned a specific defense mechanism to present to the balance of the class in a non-verbal way. F. Roll playing presentations G. Form a conclusion the hypothesis.	groups of three	2 days

Mod: Social Psychology Focal Concept: Interaction Behavior Concept: 4. Societal Microcosms

Explainers	Materials	Skills	Activities	Dist.	Time
Multi-Group Membership	Handouts: "Primary and Secondary Groups" 1 page (#1)		Act. 1 A. Define primary and secondary groups B. Complete handout #1 by placing symbols for the four variables; family, play group, neighborhood and nation on a continuum of 15 differentials (such as cooperative ______________ competitive) describing poles of primary and secondary groups.	indv	1 day
	"The Individual and His Groups" 1 page (#2)		C. Complete handout 2 by listing up to 20 "in-groups" you belong to. Then in the spaces provided place an "X" in the box of a category if it applies. Possibilities are: Primary, Secondary, Inherited, Achieved, Cast, Semi-Permanent, Transitory, and Reference. Write in an"out-group" for each "in-group" listed. D. Develop a hypothesis concerning group behavior. During the stuy of societal microcosms keep supportive and refuting evidence concerning the hypothesis.		
	"Take Home" Final (#3)		E. Take Home Final: 1) What do you feel is the distinction between inhuman and human? 2) Discuss briefly the "nature" of science. Include in your answer something about the values of scientists, theory building, theory testing, the methods that scientists use, and some threats to validity. 3) Answer the question: "Is no one normal?" Bolster your position with specifics. 4) Do you have a "self" concept? If so how did you get it? 5) When is a person "dead"? 6) What is a "defense mechanism"? 7) State your "group behavior hypothesis". Form a conclusion to it. 8) Argue either for or against "Interaction Behavior" being the focal concept of this I.M.		

Mod: Social Psychology Focal Concept: Interaction Behavior Concept: 4. Social Microcosms

Explainers	Materials	Skills	Activities	Dist.	Time
Dynamics	Handout: "Group Behavior" 1 page SRSS Social Organizations "Differences Between A Big and A Little Group" pp 27-35 Montagu, On Being Human, "Aggregation Verses Isolation" pp 37-46 B & S "Groups and Organizations" pp 53-69 Cohen, "Conformity to Norms" pp 17-19		Act. 2 A. All read handout and SRSS B. Split Montagu and B & S and exchange information C. Record evidence concerning "group behavior" hypothesis. Note: The Group Behavior Handout will be used for evaluation of subsequent group Process activities. It deals with: Functional Behavior, Goal-Centered Roles, Initiating, Contributing, Information Seeking, Information Giving, Opinion Seeking, Opinion Giving, Clarifying, Elaborating, Coordinating, Facilitating, Summarizing, Consensus Testing, Recording, and Evaluating.	pairs	1 day
	Film: "The Game" by Globe Press from University of Iowa		Act. 3 A. Observe C. Record evidence concerning "group behavior" hypothesis. B. Apply "Group Behavior Model"	class to pairs	1 day
	Chase. "The Hawthorne Experiments" pp 150-154 Cohen 1) "Social Facilitation-Impairment" p 32 2) "Functional Autonomy" pp 32-33 Film: "Communication" Bell Telephone Company		Act. 4 A. Read/Observe B. Apply "Group Behavior Model". C. Record evidence concerning "Group Behavior" hypothesis.	pairs	1 day

Mod: Social Psychology Focal Concept: Interaction Behavior Concept: 4. Social Microcosms

Explainers	Materials	Skills	Activities	Dist.	Time
Dynamics con't.	Handout: "Sociodrama Scenario" 1 page Cohen: 1) "Competition and Cooperation" pp 15-16 2) "Obedience to Authority" pp 28-32		Act. 3 $14,700 must be divided among various school groups. Representatives of each group are present at a night meeting. The principal and some special interest group representatives are also present. A. Students will be selected to play various roles and have 15 minutes to prepare. B. Balance of class read Cohen. C. Presentation not more than 20 minutes. D. Debriefing and evaluation applying "Group Behavior" model. E. Record evidence concerning "Group Behavior" hypothesis.		1 day
	Colored paper, cardboard glue, tape, etc. Handouts: 1) "Tower Building" 2) "Alternate Group Behavior Model" 1 page		Act. 4 A. Construct a "tower" (prizes to the tallest, strongest, and prettiest.) B. Each group will have a participant observer who will record pertinent data. C. Analyze the group effort by applying the "Group Behavior Model." D. Debriefing. E. Application of alternate group behavior model. F. Record evidence for "group behavior" hypothesis.	groups	1 day
	Handout: 1) "What Do You Think" 2) Data Sheet for above.		Act. 5 1) Retake the questionaire. 2) Place identifying marks under period number in upper right hand corner. 3) Tabulate the results--2 students can do this. 4) Have students pick up "1st take" paper. 5) Follow SRSS Directions for "pairs of questions." 6) Pass out data sheet and give "1st take" data. 7. Tabulation of "2nd take" should now be done--give out information.		

Mod: Social Psychology Focal Concept: Interaction Behavior Concept: 4. Social Microcosms

Explainers	Materials	Skills	Activities	Dist.	Time
	Student Written Exams		Act. 6 Discuss "Take Home" final		
	SRSS episode Small Group Processes SRSS Inquiries in Sociology University of Illinois: Experiments on a Shoestring		Using the materials listed, what students have experienced, and a bit of ingenuity, individual "research" should be no problem. Each student should engage or assist in the development, administration and evaluation of some study. Each of the following steps should be cleared with the instructor before proceeding to the next: Topic of study Hypothesis to be tested Operationalization Raw Data presentation Conclusions		5 days

NOTES TO THE INSTRUCTOR

I.M.: Western Civilization (#229)
Classification: Elective
Time Allotted: 12 weeks
Focal Concept: Western Civilization's Heritage

This instructional module does not have a subsequent concepts arrangement. This task is overly complex for our specific purpose. Instead, this general organizational progression is recommended.

1. Foundations of Western Man and his Civilizations
2. Development of Institutions and Centers of Power
3. Organization of Economic, Social, and Cultural Activity
4. Intellectual Ferment and its Societal Influences
5. Growth of Centralized Monarchies and the Nation State System
6. Social, Political and Economic Revolutions
7. Nationalism and its Manifestations
8. Contemporary Western Uncertainty

The teacher may introduce the study of Western Civilization by having the students reflex on how their personalities, life style, values, the institutions that affect their lives, their overall culture, are the results of a continuing evolution. They might consider the existing institutions in our community and require that they briefly think about how these institutions, the organizations in Cedar Rapids, came about:

1. governmental structure
2. economic system
3. social structures
4. religious organizations

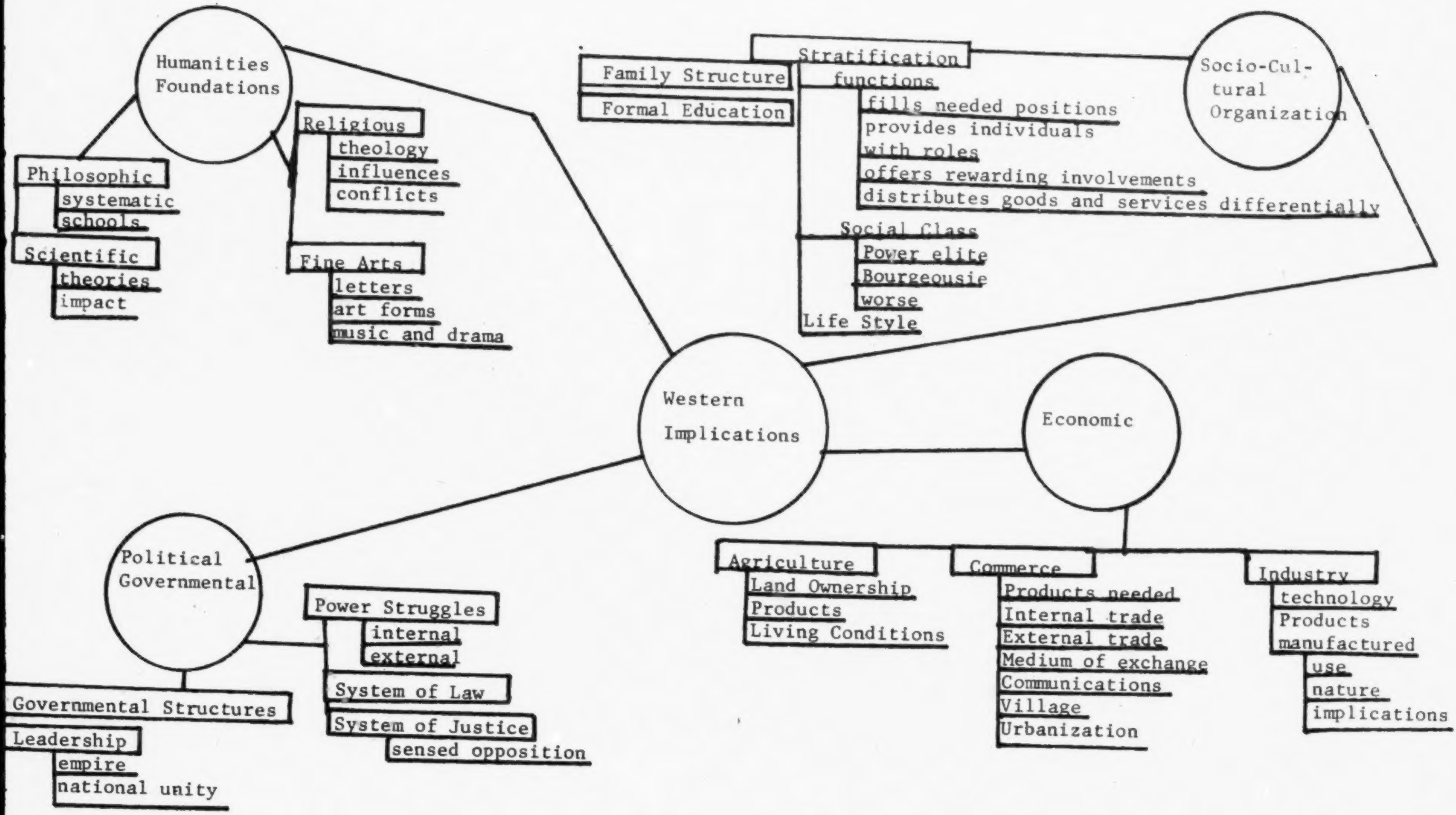
Using this brief examination of local institutions as a springboard, the teacher can then lead students into the investigation of the historical roots of our institutions in ancient civilizations and their historical development.

Student Sources:

Print Material:
Knowled and Snyder, Readings in Western Civilization Vols. I and II
Feder, Viewpoints in World History
Hanscom, et al., Voices of the Past series (3 titles)
Good, The Shaping of Western Society: An Inquiry Approach
Lubasz, Revolutions in Modern European History
Landes, The Rise of Capitalism
Heilbroner, The Making of Economic Society
Stavrianos, Readings in World History
Western Civilization in Three Cities
Eisen and Filler, The Human Adventure: Readings in World History, Vols. I and II
Filmstrip: Civilization series (16 episodes) narrated by Kenneth Clark

(Elective #2)

WESTERN CIVILIZATION; The Time Study Model.


Humanities Foundations
Philosophic
systematic
schools
Scientific
theories
impact
Religious
theology
influences
conflicts
Fine Arts
letters
art forms
music and drama
Family Structure
Formal Education
Stratification
functions
fills needed positions
provides individuals
with roles
offers rewarding involvements
distributes goods and services differentially
Social Class
Power elite
Bourgeousie
worse
Life Style
Socio-Cul-
tural
Organization
Western
Implications
Economic
Agriculture
Land Ownership
Products
Living Conditions
Commerce
Products needed
Internal trade
External trade
Medium of exchange
Communications
Village
Urbanization
Industry
technology
Products
manufactured
use
nature
implications
Political
Governmental
Governmental Structures
Leadership
empire
national unity
Power Struggles
internal
external
System of Law
System of Justice
sensed opposition

WESTERN CIVILIZATION

Chronological Examination

I. Ancient Civilization
  A. Judaic: monotheism
  B. Greek: Reason and logic
  C. Roman: law and organization

II. Middle Ages
  A. The Roman Catholic Church
  B. Feudalsim and Manorialsim
  C. Growth of Cities and Commerce
  D. Islamic Challenges

III. The Renaissance and Reformation
  A. Humanism
  B. Machiavellian Politics and the Italian City - States
  C. The Protestant Revolt
  D. Religion Wars

IV. Absolute Monarchy and the Rise of the Nation-States
  A. The Reign of Louis XIV in France
  B. The Growth of Parliamentarianism in England

V. The Development of Modern Science
  A. Aristotlian Origins
  B. Medieval philosophy
  C. Francis Bacon and Empiricism
  D. Copericus and Galileo
  E. The Newtonian Synthesis

VI. Revolutionary Era in Western Europe
  A. The Age of Enlightment
  B. American Revolution
  C. French Revolution
  D. Romanticism and Nationalism
  E. Industrialization and Marxism

VII. European Imperialism
  A. Colonialization of Africa and Asia
  B. Power Rivalries
  C. Rise of Japan as a Power

VIII. World Crisis, Conflict, and Involvement
  A. First World War
  B. Post-War Settlements
  C. Rise of Totalitarian Regimes
  D. World War II and Establishment of the United Nations
  E. Cold War and Nuclear Armament

IX. The Future of Western Civilization
   A. Regional Economic Cooperation?
   B. Continued Ideological Conflict or Detent?
   C. International Cooperation on Socio-Political and Ecological Problems?
   D. Relations with Third World Areas?

NOTES TO THE INSTRUCTOR

I.M.: Political Theory

Classification: Elective Time Allocated: 12 weeks

Focal Concept: Political Philosophy
    Concept 1. Antiquity
    Concept 2. Medieval
    Concept 3. Renaissance and Reformation
    Concept 4. Social Contract
    Concept 5. Statism
    Concept 6. Liberalism
    Concept 7. Communism

On teaching this instructional module:

Political Theory (Political Philosophy) should be approached as a seminar course. Through readings and discussion - though questions the course should be presented as a survey review of influential western thought and ideas. Identified thinkers and "schools of thought" will be studies, classified and compared. Various ideologies developing from thinkers and their political philosophies should be stressed, and the historical development of political thought will be examined from antiquity to the present. The basic political beliefs and values that students accept, often assumed without question, should be tied in with their historical roots.

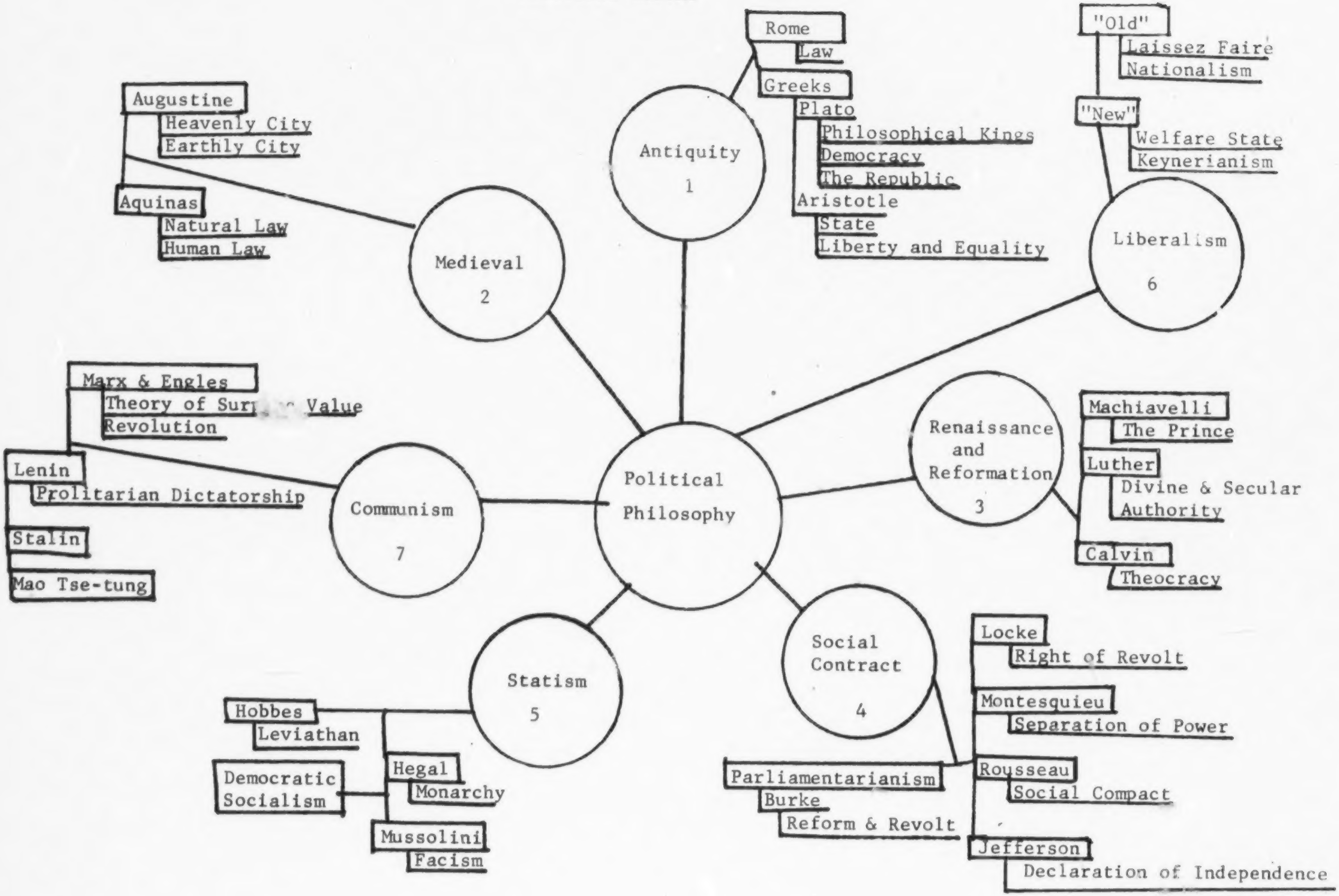
A note on student sources:

Recommended sources include:
Ebenstein, Great Political Thinkers, Plato to the Present, 4th ed.
Kateb, Political Theory, its Nature and Uses
J. N. Shklar, Political Theory and Ideology
H. Machiavelli, The Prince

The Center magazine, appropriately selected issues and articles

Elective

POLITICAL THEORY


Political Philosophy
Antiquity 1
Rome
Law
Greeks
Plato
Philosophical Kings
Democracy
The Republic
Aristotle
State
Liberty and Equality
Medieval 2
Augustine
Heavenly City
Earthly City
Aquinas
Natural Law
Human Law
Renaissance and Reformation 3
Machiavelli
The Prince
Luther
Divine & Secular Authority
Calvin
Theocracy
Social Contract 4
Locke
Right of Revolt
Montesquieu
Separation of Power
Rousseau
Social Compact
Jefferson
Declaration of Independence
Parliamentarianism
Burke
Reform & Revolt
Statism 5
Hobbes
Leviathan
Hegal
Monarchy
Mussolini
Facism
Democratic Socialism
Liberalism 6
"Old"
Laissez Faire
Nationalism
"New"
Welfare State
Keynerianism
Communism 7
Marx & Engles
Theory of Sur[illegible] Value
Revolution
Lenin
Prolitarian Dictatorship
Stalin
Mao Tse-tung

NOTES TO THE INSTRUCTOR

I.M.: Sociology-Anthropology
Classification: Elective Time Allocated: 12 weeks

Focal Concept: Patterned Behavior
Concept 1. Scientific Behavior Interpretation
Concept 2. Role Control
Concept 3. Cultural Change
Concept 4. Institution Analysis

On Teaching this Instructional Module:
Sociology-Anthropology should be approached in a rather theoretical manner true to the scientific disciplines. Through readings, discussions, simulations, role playing situations and investigations the course should present a survey of various "schools" within the two disciplines and the major concepts dealing with them.

Anthropomorphizing of aggregate abstractions such as a group, organization, society, and culture is a difficult trap not to fall into. Living people acting out roles should be seen as the basis for any and all of the abstractions that refer to people in symbolic interaction. This inductive approach should present Sociology-Anthropology in a more humanizing way and remains consistent with the overall objectives of the Cedar Rapids School System. A must reading for the instructor is "Bringing Men Back In" by George C. Homans (American Sociological Review, Vol. 29, December 1964)

The instructor should insert the skills he desires to develop for each activity. It will be noted that the total estimated days is greater than 60, therefore the instructor must decide what he will be placing less emphasis upon. At any rate the I.M. is untested which means that the time estimate is highly relative at best and a very poor guide to time at least.

Recommended Student Sources:
AEP series, Anthropology in Today's World
Berelson and Steiner, (B & S) Human Behavior
Berger, Invitation to Sociology: A Humanistic Perspective
Chase, The Proper Study of Mankind
Goode, The Family
Hinkle and Hinkle, The Development of Modern Sociology
Kluckhohn, Mirror for Man: Anthropology and Modern Life
Mead, Cultural Patterns and Technical Change
Montagu, Man in Progress
Montagu, On Being Human
Simpson, Man in Society
SRSS text, Inquiries in Sociology
SRSS episodes: Testing for Truth
Leadership in American Society
SRSS reading series: Social Organizations
Life in Families

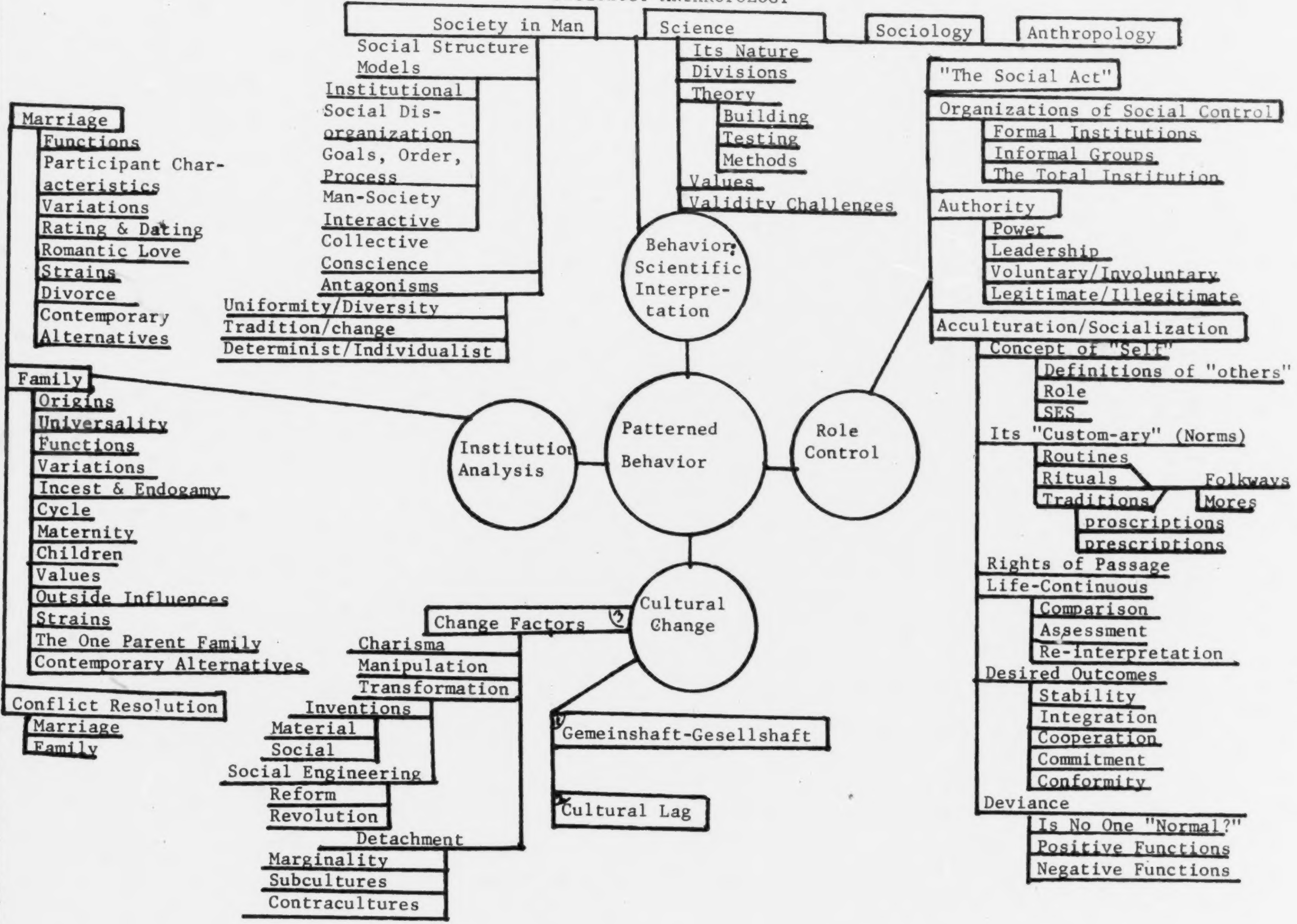
Notes to the Instructor, Student Sources, continued

Toffler, *Future Shock*
Urick, *Alienation*
Wright, *Political Leadership in America*
Look Magazine Special Issue, "The American Family" January 26, 1971

Recommeded Instructor Sources:
Chinoy, Ely, *Sociological Perspective*, Random House, New York, 1954
Cuzzort, R.P (ed) *Humanity and Modern Thought*, Holt, Rhinehart and Winston. Chicago, 1969
Henry, Jules, *Culture Against Man*, Vintage Books, New York 1963
Linton, Ralph, *The Study of Man*, Appleton-Century-Crofts, New York, 1936
Otto, Herbert A. *The Family in Search of a Future*, Appleton-Century-Crofts, New York, 1970
Pelto, Pertti J. *The Nature of Anthropology*, Charles E. Merrill, Columbus, Ohio, 1965
Rose, Peter I. (ed) *The Study of Society: An Integrated Anthology*, 2nd edition, Random House, New York, 1970
Rubington and Weinberg, *Deviance/The Interactionist Perspective*, MacMillan, New York, 1968
Wallace, Walter (ed) *Sociological Theory*, Aldine, Chicago, 1969
"Cultural Patterns" Teaching unit developed by Goldstein and Lingren under Project #71--summer of 1969 and "Human Behavior" by Plagman and Wohlfeil under Project #48-C--summer of 1970 are available from the Social Studies Coordinator at the ESC.

Some Possible Activities for Cultural Comparison and Understanding of Social Structure:
An International Meal
Visiting various local churches
Trip to an Archeological site
Trip to a subculture area; i.e., Amish, Ammana, Indian Reservation, Bohemian area of Cedar Rapids
Foreign Movies
Museums
Interview immigrants as to their cultural heritage
Music
Art

SOCIOLOGY-ANTHROPOLOGY


Society in Man
Science
Sociology
Anthropology
Social Structure Models
Institutional
Social Dis-organization
Goals, Order, Process
Man-Society Interactive
Collective Conscience
Antagonisms
Uniformity/Diversity
Tradition/change
Determinist/Individualist
Its Nature
Divisions
Theory
Building
Testing
Methods
Values
Validity Challenges
"The Social Act"
Organizations of Social Control
Formal Institutions
Informal Groups
The Total Institution
Authority
Power
Leadership
Voluntary/Involuntary
Legitimate/Illegitimate
Acculturation/Socialization
Concept of "Self"
Definitions of "others"
Role
SES
Its "Custom-ary" (Norms)
Routines
Rituals
Traditions
Folkways
Mores
proscriptions
prescriptions
Rights of Passage
Life-Continuous
Comparison
Assessment
Re-Interpretation
Desired Outcomes
Stability
Integration
Cooperation
Commitment
Conformity
Deviance
Is No One "Normal?"
Positive Functions
Negative Functions
Behavior: Scientific Interpre-tation
Patterned Behavior
Role Control
Institution Analysis
Cultural Change
Marriage
Functions
Participant Char-acteristics
Variations
Rating & Dating
Romantic Love
Strains
Divorce
Contemporary Alternatives
Family
Origins
Universality
Functions
Variations
Incest & Endogamy
Cycle
Maternity
Children
Values
Outside Influences
Strains
The One Parent Family
Contemporary Alternatives
Conflict Resolution
Marriage
Family
3
Change Factors
Charisma
Manipulation
Transformation
Inventions
Material
Social
Social Engineering
Reform
Revolution
Detachment
Marginality
Subcultures
Contracultures
1
Gemeinshaft-Gesellshaft
2
Cultural Lag

Mod: Sociology-Anthropology Focal Concept: Patterned Behavior Concept: 1. Scientific Behavior Interpretation

Explainers	Materials	Skills	Activities	Dist.	Time
	Handout: "What Do You Think?" (See SRSS Inquiries in Sociology: Instructor's Guide, pp. 108)		Act. 1 Note: This should only take about 10 minutes. Do nothing with it at this point, but save the responses to give back to students after they have retaken the questionaire during the last week of the I.M. After students have finished instruct them to place the period number in the upper-right corner, and below that to put some kind of identifying mark, (fish, bird, etc.) so they will be able to get their paper back.	indiv.	
Society in Man	Stavrianos, A Global History of Man, "Man the Newcomer" pp. 54-56		Act. 2 After reading: ¼ draw pie charts depicting length of time man has been on the scene ¼ draw vertical bargraphs depicting length of time man has been on the scene. ¼ draw horizontal bargraphs depicting length of time man has been on the scene. ¼ draw line graphs depicting length of time man has been on the scene	indv to pairs	
	Handout: "The Problem of 'Frame of Reference' when Looking at Others" (1 page) Bob Newhart's recording of "Baseball" SRSS Inquiries in Sociology "Hypothesis Development" p. 69		Act. 3 A. Use handout (which has words to the recording on it) in conjunction with recording. B. Develop a hypothesis concluding ones "frame of reference".	class to indv	

Mod: Sociology-Anthropology Focal Concept: Patterned Behavior Concept: Scientific Behavior Interpretation

Explainers	Materials	Skills	Activities	Dist.	Time
Society in Man (con't)			Act. 3 continued C. Categorize 50 items relating to culture which are on the board	pairs	
	Handouts: 1) Page 23 - "Frame of Reference" (Pictures) 2) Page 24 - "Frame of Reference" (Pictures)		D. 1. Look at pictures. 2. Write all you can concerning the people. 3. Develop a hypothesis about the people's culture.		
	3) Page 25 - "Frame of Reference"(lows)		4. Introduce the new evidence. 5. What do the laws tell you about the people? 6. Does the new evidence support or refute your hypothesis?	Groups of three	/
	4) Subsequent pictures of the culture		7. Introduce the new evidence. 8. What do the subsequent pictures tell you about the people? 9. Does the new evidence support or refute your hypothesis?		
			10. What is your conclusion about the people?		
			11. What does all of this tell us about our individual "frames of reference"?		
Society in Man: Social Structure Models	Handouts: 1) Instructional Model (1 page) 2) Goals Order Process Model (1 page)		Act. 4 A. Consider the models. B. Develop a hypothesis concerning social structure.	pairs	

Mod: Sociology-Anthropology Focal Concept: Patterned Behavior Concept: 1. Scientific Behavior Interpretation

Explainers	Materials	Skills	Activities	Dist.	Time
	3) Social Disorganization model (1 page)		C. Consider the model. D. Does it tend to support or refute your hypothesis?	pairs	
	4) Man-Society Interactive model (1 page)		E. Consider the model. F. Does it tend to support or refute your hypothesis?		
	5) "Explanation of Man-Society Interactive model" (1 page)		G. Consider the model. H. Does it tend to support or refute your hypothesis?		
			I. Write a conclusion to your hypothesis.		
Society in Man: Collective Conscience	AEP Anthropology in Todays World "How An Eskimo Visitor Might View the U.S." pp. 7-8. Handout: Excerpted Article from Mumfords "Techniques and Modern Society" dealing with clocks and time regulating men (2 pages)		Act. 5 A. Read/Discuss (Have a good student read the Cuzzort articles and report on it after 30 minutes.)	class	

Mod: Sociology-Anthropology Focal Concept: Patterned Behavior Concept: 1. Scientific Behavior Interpretation

Explainers	Materials	Skills	Activities	Dist.	Time
	Cuzzort, Humanity and Modern Sociological Thought pp. 25 - Chap. 2 "The Sacred and the Profane: An Introduction to Emile Durkhiem				
			B. Does the new data tend to support or refute your hypothesis concerning "social structure?"		
Society in Man: Antagonisms	Handout: Cultural Antagonisms (1 p)		Act. 6 A. Read/Discuss	class	1 to 2 days
	AEP Anthropology "The Secret of Anthropology" pages 3-6		B. Read/Discuss		
	Handout: "Comments Relating to the Study of Cultural Patterns" (1 page)		C. Read/Discuss		
			D. Mini-lecture "Requirements of a Society"		
	Film: "Family of Man" (Joint County)		E. Observe		

Mod: Sociology-Anthropology Focal Concept: Patterned Behavior Concept: 1. Scientific Behavior Interpretations

Explainers	Materials	Skills	Activities	Dist.	Time
			F. Does the above evidence support or refute your hypothesis concerning "Social Structure?"	indv.	
Society in Man: Uniformity /Diversity	Chase, The Proper Study of Mankind Chap. 27 "On the Same Planet" pp. 270-281 AEP Anthropology 1) "Are U.S. Teens A Breed Apart" pp. 25-28 2) "Japans Emporer and the End of the War" pp. 47-50 3) "Red Chinese Revive "Middle Kingdom"" pp. 51-52 4) "A Broken Engagement: A Clash of Customs" pp. 57-60		Act. 7 A. Read/ Discuss B. Does the evidence support or refute your hypothesis concerning "Social Structure?"		1 or 2 days
Society in Man: Tradition/Change	Appendix "o" Handout 17, pp. 2-11 in "Cultural Patterns" (from Conrad, Jack, The Many Worlds of Man pp. 72-75		C. Read/Discuss D. Does the evidence support or refute your hypothesis concerning "A Social Structure?"		1 or two days

Mod: Sociology-Anthropology Focal Concept: Patterned Behavior Concept: 1. Scientific Behavior Interpretation

Explainers	Materials	Skills	Activities	Dist.	Time
Society in Man: Determine /Individualist	Berelson and Steiner Human Behavior "Culture" pp. 14-17 Kluckhohn. Mirror for Man "Queer Customs" pp. 17-44 "Personality in Culture" pp. 196-227 Chase. "The Culture Concept" pp. 58-95 Berger. Invitation to Sociology: A Humanistic Perspective "Excursus: Alteration and Biography (or: How to Acquire a Prefabricated Past)" pp. 54-65 Montagu. Man in Process "The Sociology of Man" pp. 15-26 Cuzzort. "Cultural Dreams and Nightmares: Observations by Jules Henry" pp. 255-266		E. 1. All students do Berelson and Steiner and Berger 2. One in each group will read Kluckhohn, Chase, and Montagu (after reading trade information) F. Does the evidence support or refute your hypothesis concerning "Social Structure?" G. One good student should read Cuzzort and respond to the rest of the class. H. Form a conclusion to your hypothesis "Social Structure".	groups	1 day

Mod: Sociology-Anthropology Focal Concept: Patterned Behavior Concept: 1. Scientific Behavior Interpretation

Explainers	Materials	Skills	Activities	Dist.	Time
Society in Man: Antagonism Determine/ Individualist	Hinkle and Hinkle *The Development of Modern Society*. "Individualists Conception of Society" pages 14-17.				
			Homework assignment: On the basis of the data presented in"Society in Man" construct a social structure model that reflects your conclusion.	indiv.	

Mod: Sociology Anthropology Focal Concept: Patterned Behavior Concept: 1. Scientific Behavior Interpretation

Explainers	Materials	Skills	Activities	Dist.	Time
Science: Its Nature	Handout: "Umbrellaology in Social Science" 1 page Good instructor background reading: Campbell, Norman, *What is Science?* Dover Publications. New York, 1952.		Act. 8 A. State a hypothesis concerning the nature of science.	indv.	
			B. Is "Umbrellaology" science?	pairs	1 day
	Handout: "Its Better to Know than Not to Know" 1 page Chase, "What is Science?" pp. 6-10, 18 Simpson, *Man in Society*, "What is Science" pp. 1-4 Cuzzort: "Varieties of Courage" American Introduction to Social Thought" pp 3-19 Cuzzort: "Can Science Save Us: the Question o George A. Lundberg." pp. 91-109.		C. Read/Discuss D. Does the evidence support or refute your hypothesis concerning the nature of science. E. One good student read and report to the balance of the class on Cuzzort. F. Does the evidence support or refute your hypothesis concerning the nature of science.		

Mod: Sociology-Anthropology Focal Concept: Patterned Behavior Concept: 1. Scientific Behavior Interpretation

Explainers	Materials	Skills	Activities	Dist.	Time
Science: Divisions	B & S "The Behavioral Sciences" pp. 3-5 Chase: 1) "Is Social Science a Science?" pp. 3-5 2) "Patterns of Human Behavior" pp. 10-12 3) "Varieties of Social Science" pp. 19-29 4) "Growing Pains" pp. 29-40 5) "Nineteen Questions" pp. 40-47 Simpson: 1) a) "Types of Sciences" b) "The Social Sciences" c) The Late Development of Social Science" a-c pp. 4-8		Act. 9 A. All read B & S and 1 and 2 of Chase. B. One each read 3, 4, and 5 of Chase and Simpson #1. C. Develop a hypothesis concerning the "Division of Sciences" D. Mini-lecture concerning the division of sciences. E. Have one good student report on Simpson #2. F. Does the evidence support or refute your hypothesis concerning the "Division of Science" hypothesis? G. Form a conclusion concerning your "Division of Science"hypothesis.	Groups of 4	1 day
	2) Chap 2 "The Social Sciences and their Interrelations" pp. 15-32		H. Does the evidence from here support or refute your hypothesis concerning the "Nature of Science?"	indv.	

Mod: Sociology-Anthropology Focal Concept: Patterned Behavior Concept: 1. Scientific Behavior Interpretation

Explainers	Materials	Skills	Activities	Dist.	Time
Science: Theory	SRSS *Inquiries in Sociology* "How Sociological Theories Are Developed" pp. 76-78 SRSS episode *Testing for Truth* 1) Preface p V 2) Conclusion p 29 3) Glossary p 30 B & S 1) General Scientific Approach pp. 6-7 2) "Kinds of Studies" pp 7-13 Chase 1)"Scientific Methods for Solving Problems" pp. 5-6 2)"Feedback on Scientific Method" pp. 18-19		Act. 10 A. After reading each article decide whether the evidence supports or refutes your hypothesis concerning the "Nature of Science".	indv.	1 day
	Simpson 1) "The Training, Character, Organization and Disagreements Among Social Scientists; and "The Significance of Social Science" pp. 9-14 2) Scientific Method in Sociology" pp. 48-60 Hinkle & Hinkle pp. 48-60, 22-40		B. One each read from Simpson selections C. Does the new evidence support or refute your hypothesis concerning the "Nature of Science?"	pairs	

Mod: Sociology-Anthropology Focal Concept: Patterned Behavior Concept: 1. Scientific Behavior Interpretation

Explainers	Materials	Skills	Activities	Dist.	Time
Science: Theory (con't)	Handouts: 1) "The Components and Process of Theory Building and Theory Testing" 1 page 2) "Some Definitions"1 page		Act. 11 A. Lecture/Discussion explaining the handouts. (Source: Wallace, Walter (ed.) Sociological Theory. B. Does the new evidence support or refute your hypothesis concerning the "Nature of Science?"	indv.	1 day
	Handouts: 1) "A Model of Inquiry" 1 page 2) "A Process of Inquiry" 1 page 3) "It was Obvious" 1 page		C. Lecture/Discussion explaining the handouts 1 & 2. D. Does the new evidence support or refute your hypothesis concerning the "Nature of Science?" E. "It was Obvious" is a practical application of "A Process of Inquiry". 1. Students (1 copy per pair) are to place a: "P" in front of each "problem" "H" in front of each "hypothesis" "T" in front of each "test" "C" in front of each "conclusion" "A" in front of each "application"	pairs	
	Simulation "Dig" (Joint County S.S.)		Act. 12 A. Play the game (geared towards developing inferences from data.) B. Record new data applying to "science hypothesis".	groups	1 day
	SRSS Inquiries in Sociology "Prologue" page 1 "Introduction" page 4		Act. 13 A. Read/Discuss B. Record new data to "science hypothesis"	indv.	

Mod: Sociology-Anthropology Focal Concept: Patterned Behavior Concept: 1. Scientific Behavior Interpretation

Explainers	Materials	Skills	Activities	Dist.	Time
Science: Theory continued	SRSS episode Testing for Truth: A Study of Hypothesis Evaluation 1) "Forming Hypotheses and Making Predictions" p 3 (See also SRSS Inquiries in Sociology "Hypothesis Developing" page 69, and "Identifying Variables and Deriving Hypotheses" pp 79-81) 2) Writing Questions and Questionaires pp 4-6 3) Sampling p 7-13 4) Administering Questionaires p 14 5) Tabulating Results p 15, (see also SRSS Inquiries in Sociology. pp 6-7, "Making Sense of Tables") 6) Analyzing Data pp. 16-23 7) Forming Conclusions and Generalizations pp 24-28		C. Follow directions given in the episode "Teachers Guide" D. After each section record any new data in the "science hypothesis"	indv., pairs, and groups	4 days

Mod: Sociology-Anthropology Focal Concept: Patterned Behavior Concept: 1. Scientific Behavior Interpretation

Explainers	Materials	Skills	Activities	Dist.	Time
Science: Values	Simpson: 1)"A Preliminary Statement on Social Science & Social Value" pp. 8-9 2) "Science as Value" pp 74-76 3) "Values and Sociology" pp. 78-81 4) Values and the Social Sciences" pp 76-78 5) "A Code of Ethics for Sociologists" pp 81-82		Act. 14 A. Both read #1 B. Split the other 4	pairs	1day
			C. Does the evidence support or refute your hypothesis concerning the "nature of science"	indv	
Science: Validity Challenges	Lecture Source: Denzin, Norman K. The Research Act- A theoretical Introduction to Sociological Methods. Aldine, Chicago, 1970.		D. Lecture "Threats to Validity" E. Does the evidence support or refute your hypothesis concerning the "nature of science".		1day

Mod: Sociology-Anthropology Focal Concept: Patterned Behavior Concept: 1. Scientific Behavior Interpretation

Explainers	Materials	Skills	Activities	Dist.	Time
Sociology/ Anthropology	Handouts: 1) "The Nature of Sociology" 1 page 2) "The Nature of Anthropology 1 page Simpson 1. "Anthropology and Social Science" pp. 29-32 2. "The Unity of the Fields of Sociology" pp 61-72 Berger 1. "Sociology as an Individual Pastime" pp. 1-24 2. "Sociology as a Form of Conscienceness" pp. 24-53 Montagu, *Man in Process* "Anthropology and History" pp. 30-39		Act. 15 A. Group disposition for division of labor 1. Sociology handout 2. Anthropology handout 3. Simpson 4. Berger 5. Berger 6. Montagu	groups of 6 and 1 group of five	1 day
	Cuzzort, "The Sociologist in Anger: The Views of C. Wright Mills pp 133-151 Pelto, Pertti J. *The Nature of Anthropology*		B. Group of 5 disposition 1. Cuzzort 2. Pelto 3. Pelto 4. Rose 5. Rose		

Mod: Sociology-Anthropology Focal Concept: Patterned Behavior Concept: 1. Scientific Behavior Interpretation

Explainers	Materials	Skills	Activities	Dist.	Time
Sociology/ Anthropology	Rose, Caroloine B. The Study of Sociology				
			C. Groups read and trade information D. Group of five report to class on Cuzzort, Pelto, and Rose E. Record new data for "science hypothesis"		
	Berger, "Sociology as A Humanistic Discipline" pp. 165-176		Act. 16 A. Read/Discuss B. Record new data for "science hypothesis"	indv.	1 day
	Handout: "Abeokuta" 1 page Chase, "Toward A Science of Man" pp. 281-287		Act. 17 A. Read/Discuss B. Record New data for "science hypothesis"		
			Act. 18 Homework Assignment: Form a conclusion to your "nature of science" hypothesis using various evidences you have collected. State your original hypotheses. If your hypothesis was refuted--restate it in light of the added evidence. Note: It is best to begin this in class.		

Mod: Sociology-Anthropology Focal Concept: Patterned Behavior Concept: 2. Role Control

Explainers	Materials	Skills	Activities	Dist.	Time
"The Social Act"	Handout: "The Social Act" 1 page		Act. 1 Lecture/Discussion based on George H. Mead's conception of "The Social Act"	indv.	1 day
Organizations of Social Control	Handout: "Island Simulation Scenario"		Act. 2 Groups are on an island. Each member represents 1000 population. The "problem" is: "Around what framework will society be run?" Answers to "the problem" should include: 1. What the nedds of the people are 2. How the needs will be met 3. Why the needs should be met.	groups of three or four	1 day
	SRSS *Inquiries in Sociology* "Basic Societal Functions" pp 86-88 "How do Social Institutions Shape Our Lives?" pp 142-144		Act. 3 A. Read/Discuss	class	
			B. Formulate a hypothesis concerning the institutions of society and role control.	indv.	
	B. AND S. "Groups and Organizations" pp 53-69 SRSS *Social Organizations* 1."Sociologists Look at Organizations" pp 1-6 2. "Organizations, Associations and Institutions" pp 7-17		Act. 4 After reading each selection, record evidence in relation to the "role control hypothesis" Both a "supporting" and "refuting" ledger should be retained.	indv.	1day

Mod: Sociology-Anthropology Focal Concept: Patterned Behavior Concept: 2. Role Control

Explainers	Materials	Skills	Activities	Dist.	Time
	Chase. "The Behavior of Groups" pp 232-240				
	Berger 1. "Sociological Perspective: Man in Society" pp 93-121 2. "Sociological Perspective: Society in Man" pp 93-121 3."Sociological Perspective: Society as Drama" pp 122-150		Act 5 A. Each group member read one. B. After reading exchange information relative to"role control."	groups of 3	1day
			C. Record data supporting or refuting your "role control hypothesis"	indv.	
Organizations of Social Control Formal	Handout: 1. "Social Organizations Seen from a Social Disorganization Stance" 1 page 2. "Organizations: A Phenomonological Perspective" 1 page		Act. 6 A. Read/Discuss B. Record supporting and refuting evidence for "role control hypothesis"	indv.	
					1 day

Mod: Sociology-Anthropology Focal Concept: Patterned Behavior Concept: 2. Role Control

Explainers	Materials	Skills	Activities	Dist.	Time
	Handouts: 1. "N" pages 1-11 from "Cultural Patterns" I.M.- "Societies: Cooperation and Conflicts" 2. "N" pages 12-19 from "Cultural Patterns I.M. - "Community"		Act. 7 A. Split the reading and exchange information	pairs	1 day
			B. Record supporting and refuting evidence for "role control hypothesis"	indv.	
Organizations of Social Control: Informal Groups	SRSS Social Organizations pp. 57-58 Chase. "Managing of Men" pp 146-156 B & S. "Informal Groups" page 64 "Corner Boys: A Study of Clique Behavior" by Wm Foote White. pp. 64-71 in "Human Behavior" I.M. (Excepted from American Journal of Sociology, Vol. 46, Mar. 1941, pp 647-664).		Act. 8 A. Read/Discuss B. Record supporting and refuting evidence for "role control hypothesis"	indv.	1 day

Mod: Sociology-Anthropology Focal Concept: Patterned Behavior Concept: 2. Role Control

Explainers	Materials	Skills	Activities	Dist.	Time
Organizations of Social Control: The Total Institution and Conclusion	SRSS Social Organizations 1) "A Total Institution: The Ship at Sea" pp 53-63 2) Social Organizations , "The Social Structure of A Restaurant" pp 102-111		Act. 9 A. Read/Exchange information	pairs	1 day
			B. Record supporting and refuting evidence for "role control hypothesis"	indv.	
			Homework Assignment: Form a conclusion to your "role control hypothesis" State your original hypothesis. If your hypothesis needs revising to be consistent with your conclusion, revise it.		
	Handout: "Research Assignment: Organizations of Social Control" 1 page All sources previously used. Library etc.		Act. 10 Select either a formal or an informal organization of social control found in U.S. society. Compare and contrast your chosen U.S. example with one from another culture. You should specifically state : 1) Whether it is formal or informal organization. 2) Why it exists in the society. 3) How it exhibits social control. 4) What your feelings are as to the value of the organization to the society as a whole.	indv.	3 days

Mod: Sociology-Anthropology Focal Concept: Patterned Behavior Concept: 2. Role Control

Explainers	Materials	Skills	Activities	Dist.	Time
Authority: Power	Handout: "Rules for Resources and Arms Game" 1 page		Act. 11 a. Play several rounds b. Culminating questions: 1. Those of you who attacked--why did you attack? 2. You knew the person--would it make a difference if you didn't know your opponent?	pairs	1 day
	Rose, Peter, The Study of Society: An Integrated Anthology. 2nd ed. Random House. 1970 1."The Problem of Authority" by Bierstedt pp. 575-584 2. "Power Elite or Veto Groups" by Kornhauser pp. 601-611 Cuzzort 1. "Power, Bureaucracy, Money, and Religion: The Views of Max Weber" pp 60 - 69		c. During "debriefing" introduce the concepts of competitiveness, cooperation, agressiveness, decision-making, and faith. d. Ask for student ideas in regards to variations of the game; (one possibility is to allocate differential resources--large countries having more and smaller ones less.) (Another is to allow countries to consolidate resources.) e. Formulate a hypothesis concerning "authority". f. While others are play the game have two good students read the articles in Rose and Cuzzort. They will report to class at the end of the period. g. Record supporting and/or refuting data concerning your "authority" hypothesis	indv	

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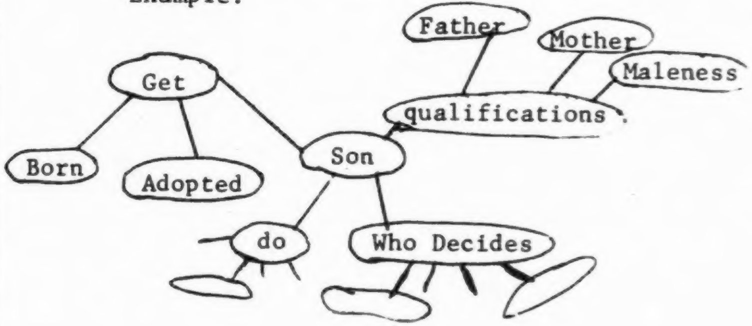
Mod: Sociology-Anthropology Focal Concept: Patterned Behavior Concept: 2. Role Control

Explainers	Materials	Skills	Activities	Dist.	Time
Authority: Power	2) "The Power Elite" by C. Wright Mills, pp 136-141 3) "The Nightmare fear of the Enemy" by Jules Henry, pp 264-270				
Authority: Leadership	SRSS episode "Leadership in American Society" 1) "Introduction" page 1 2) "What is Leadership?" pages 3-11 B. & S. 1) "Leaders Within Groups" pages 61-63 2) "Leadership" page 66 SRSS Social Organizations "Leadership in a Delinquent Gang" pp 36-43 AEP Anthropology "Behind Congo Chaos" pages 13-16 "Caste Throws Shadows in India" pages 17-20 Handout: "Recognition to Leadership" Appendix "N" pages 22-25 in "Cultural Patterns".		Act. 12 A. All read SRSS episode and B. & S. B. Each read one of the other three and exchange information (A good background source is Wright, Emmett, Jr. Political Leadership in America)	groups of three	1 day
			C. Record evidence for your "authority-hypothesis".	indv.	

Mod: Sociology-Anthropology Focal Concept: Patterned Behavior Concept: 2. Role Control

Explainers	Materials	Skills	Activities	Dist.	Time
Authority: 1) Voluntary/ Involuntary 2) Legitimate/ Illegitimate			Act. 13 A. Mini-lecture B. Record evidence for your "authority-hypothesis".	class to indv.	
			Act. 14 Homework Assignment: Form a conclusion to your "authority hypothesis" using various evidences you have collected. State your original hypothesis. If your hypothesis was refuted--restate it in light of the added evidence.		
			Act. 15 Does any of your new evidence alter your "role control conclusion?"		
Acculturation/ Socialization Concept of "self"	SRSS *Inquiries in Sociology*, "How Does Self Concept Develop" pages 35-49 Berger (concerning role) pages 95-100		Act. 16 A. Read/Discuss B. Does any new evidence alter your "role control" conclusion? (see the Social-Psychology I.M. (developed under this Project) concept "Self Image" for more detailed materials and activities concerning this explainer.)	indv.	1 day
	Handout: "Role questionaire" 1 page		Act. 17 Homework Assignment: Directions: a) Interview someone concerning a specific role they "Play" in life asking them the following questions: 1)How did you get this role?		

Mod: Sociology-Anthropology Focal Concept: Patterned Behavior Concept: 2. Role Control

Explainers	Materials	Skills	Activities	Dist.	Time
			2) What are the qualifications for this role? 3) What are some specifics about what you do in this role? 4) What or who decides what this role is? b) Diagram your information using one or two words as explainers. Example:  Father Mother Maleness Get qualifications Born Adopted Son do Who Decides	indv.	1 day
	Handout: "Occupational Status and Prestige" by North and Holt. pp 9-15 in "Human Behavior" (from Opinion News, Sept. 1, 1947, pp 3-13) "National Comparisons of Occupational Prestige" by Inkels and Ross: In Rose pp 560-574.		Act. 18 A. Look over and discuss B. Have one good student read the Inkels-Ross article and report to balance of the class C. Does any new evidence alter your conclusion of "role control?" (see the "American Society" I.M. (developed under this Project) concept "Social Status" for more detailed materials and activities concerning societal stratification)		

Mod: Sociology-Anthropology Focal Concept: Patterned Behavior Concept: 2. Role Control

Explainers	Materials	Skills	Activities	Dist.	Time
	Handout: "Warner Index of Status Characteristics"		Give students the handout to do at home--if they wish--do not have them return the form to class.		
Acculturation/ Sociological: Norms			Act. 19 A. On the board list responses to the question, "What are factors which have shaped your values, beliefs, and attitudes. B. Refine and categorize the list	class	1 day
	SRSS *Inquires in Sociology*, "Norms" pp. 37-39 Chase, "The Formative Years" pages 67-70		Act. 20 Read/Discuss		
	Recording of "Tradition" from *Fiddler on the Roof* Handout: Words to "Tradition"		Act. 21 A. Play once B. Handout words and replay		
			C. Does any new evidence alter your conclusion of "role control"?	indv.	
	Chase, "The World of George Adams" pp 70-77		Act. 22 A. Present the hypothesis "George Adams life is culturally determined." B. Questions to answer during reading. 1. On board list things which have shaped values beleifs and who they have attitudes about. 2. Refine and categorize the list.	pairs	½ day

Mod: Sociology-Anthropology Focal Concept: Patterned Behavior Concept: 2. Role Control

Explainers	Materials	Skills	Activities	Dist.	Time
Norms (continued)			Act. 23 A. List customs we follow in one day B. When finished: Place an "F" to indicate a "folk way" and "M" to indicate a "mos" (singular of mores) C. Now place numbers B/4 each using the following guide: 1. Which do we most depend on? 2. Which create tensions? 3. Which could we do without?	groups	1 day
	SRSS Social Organizations, "The Function of Ritual in American Organization" pp 44-52		Act. 24 Read/Discuss	indv.	
	Recording of "Little Boxes" by Pete Seeger," Handout: Words to "Little Boxes"		Act. 25 A. Play once B. Handout words and replay	class	
			Act. 26 Does any new evidence alter your conclusion of "role control"?		
	Handout: assignment "Rules are Known in Retrospect"		Act. 27 Homework assignment: (Background information is provided as to theoretical aspects of rule-breaking-knowing) Directions: Using no more than 2 pages describe an instance in your recent history where you have observed either a new rule being "born" or a traditional rule being "revived" because someone was defined by the group as a "rule breaker."		

Mod: Sociology-Anthropology Focal Concept: Patterned Behavior Concept: 2. Role Control

Explainers	Materials	Skills	Activities	Dist.	Time
Acculturation/ Socialization: Rites of Passage	B & S "Rites de Passage" page 130 SRSS Social Organizations "The Initiation Ceremonies" pages 59-60 Handout: Appendix page 1, pages 1-5, from "Cultural Patterns" (from, E del. The Story of People, pp 74-78		Act. 28 A. Read/Discuss B. Does any new evidence alter your conclusion of "role control"?	indv.	1 day
Acculturation/ Socialization: Life Continuous	SRSS Inquiries in Sociology "Where Do We Go from Here?" pp. 50-51		Act. 29 A. Read/discuss B. Does any new evidence alter your conclusion of "role control"?	indv.	1day
Acculturation/ Socizlization: Desired Outcomes		hypothesis	Act. 30 Homework assignment: Form a new conclusion to your "role control". Hand in: 1. Original hypothesis 2. All evidence (leave on scratch notes) 3. 1st conclusion 4. New evidence 5. Final conclusion 6. A hypothesis concerning "role control" as you now see it.		

Mod: Sociology-Anthropology Focal Concept: Patterned Behavior Concept: 2. Role Control

Explainers	Materials	Skills	Activities	Dist.	Time
Acculturation/ Socialization: Deviance	Handout: Appendix "M" pp 1-4, "Tlingit Crime and Punishment" in "Cultural Patterns" (from "Crime and Punishment in Flingit Society" by Oberg, American Anthropologist, Vol. 36 (1934) pages 145-147 and 52-53		Act. 31 After reading bring into the discussion some of the positive (as well as negative) functions of deviance (See the Social Psychology I.M. developed under this Project for more detailed materials and activities concerning this explainer).	class	1 day
	Handout: "Deviance from Norms" 1 page		Act. 32 Homework Assignment: (Background information concerning deviancy on the handout) Directions: From your acquaintances you undoubtedly have encountered those who fall into the above category. Select a person (or make one up) and describe their behavior in terms of: 1) What Cultural role expectations are not fulfilled? 2) Is this person's behavior unreasonable or illogical? 3) Does the displayed behavior "harm" society in general? 4) In your opinion should this displayed behavior be labeled as "deviant?"		

Mod: Sociology-Anthropology Focal Concept: Patterned Behavior Concept: 3. Cultural Change.

Explainers	Materials	Skills	Activities	Dist.	Time
Introduction	SRSS *Inquiries in Sociology* "An Overview of Social Change" pp 230-231 AEP *Anthropology* "Change vs. Tradition in Saudia Arabia" pages 21-22 Hinkle and Hinkle "Faith in Progressive Social Change" pp 10-12		Act. 1 A. Read/Discuss B. Develop a hypothesis concerning cultural change	indv.	1½days
	Mead. "Classes" pp 134-139 (also Appendix "0" to "Cultural Patterns") Chase."Laws of Social Change" pp 120-131 "In Darkest Middletown" pp 132-146 Urich. *Alienation*, "The Roots of Our Malady" pages 55-58 Rose. pp 915-925, "The Times They Are A-Changin" by Robert A. Rosenstone (from *The Annals*, March 1969. pages 131-144) Cuzzort. "The Crisis of our Age: The Views of Pitirim A Sorokin" pp 235-253		Act. 2 A. Split Mead, Chase, and Urich and exchange information B. Assign 2 good students to Rose and Cuzzort to report to balance of class at end of period C. Record evidence concerning ''cultural change hypothesis''.	pairs	

Mod: Sociology-Anthropology Focal Concept: Patterned Behavior Concept: 3. Cultural Change

Explainers	Materials	Skills	Activities	Dist.	Time
Introduction continued	Handout: 1) "Trends in the American Experience"		Act. 3 A. Discussion/Explanation	class	½ day
	2) "Social Structure Models"		B. Record evidence concerning "cultural change hypothesis"	indv.	
Gemeinshaft-Gesellshaft	Handouts: 1. "Gemeinshaft-Gesellshaft (1 page) 2. "The Folk Society" by Robert Redfield Appendix "M" pp 5-9 in "Cultural Patterns" (from American Journal of Sociology, Vol 52 (1947) pp 293-294 and 1295-1299 3. "The Farmer's Community" (4 pages) B & S "Social Geography" pp 22-24 SRSS Inquiries in Sociology "Past and Present Scales of Social Change" pp 254-282 SRSS Social Organizations "From Mafia to Cosa Nostra: A Rural Organization Moves to the City" pp 174-183 SRSS Life in Families 1. "The Family Chores: Country and City" pp 103-118		Act. 4 A. All read handouts and B & S B. Split readings and exchange infromation from SRSS	pairs	1 day

Mod: Sociology, Anthropology Focal Concept: Patterned Behavior Concept: 3. Cultural Change

Explainers	Materials	Skills	Activities	Dist.	Time
	2. "The Family Circle: Country and City" pages 119-129				
			C. Record evidence concerning"cultural change hypothesis"		
	Film: "Grapes of Wrath" (Films Inc. Mottas Films, 1318 Ohio Ave. N.E., Canton, Ohio)		Act. 5 A. Ask questions: 1. Observe the behaviors of the members of Joad family and a family living next door to you and take notes on both. 2. List 10 statements that compare or contrast the historical Joad family with the contemporary family next door.	class	2 days
			Act. 6 Homework assignment: Defend or refute the hypothesis using specific evidence. "Living in a rural area is to live in a more humane and personalized area. Additionally it means living closer to God and is thus more holy to live next to earth rather than next to concrete."		
Cultural Lag	SRSS *Inquiries in Sociology*, page 247 (column 3 only) Chase. pp 123-125, 226-228 Hinkle and Hinkle "Social Change" pp. 37-40 Taffler, *Future Shock* "Teaching for Future" pp 420 - 425		Act. 7 A. Split readings and exchange information	pairs	

Mod: Sociology-Anthropology Focal Concept: Patterned Behavior Concept: 3. Cultural Change

Explainers	Materials	Skills	Activities	Dist.	Time
	Berger, pp 4 & 8			pairs	1 day
			B. Record evidence concerning "cultural change hypothesis"		
Change Factors: Charisma	Cuzzort. "Charismatic Power" by Weber pp 60-62 Wright. "John F. Kennedy: Statesman" pp 153-160		Act. 8 A. Read/Discuss B. Record evidence concerning "cultural change hypothesis"	indv	
Change Factors: Manipulation	Handout: "Manipulation" based "Personal Change in Adult Life" pp 275-287 of Becker, Howard Berger, pp 4 & 8		Act. 9 A. Read/Discuss B. Record evidence concerning "cultural change hypothesis"	indv	1 day
Change Factors: Transformation, Inventions, Social	SRSS Inquiries in Sociology "Aspects of Social Change" pp. 239-247 Handouts: 1."The Development of Modern Society" 2."The New Society:The Impact of the British" Appendix "S" pp 1-7 in "Cultural Patterns" (from Fenton: "Tradition, and Change in four Societies")		Act. 10 A. Split readings and exchange information	pairs	

Mod: Sociology-Anthropology Focal Concept: Patterned Behavior Concept: 3. Cultural Change

Explainers	Materials	Skills	Activities	Dist.	Time
			B. Record the evidence concerning "cultural change hypothesis"	indv.	
Change Factors: "Transformation, Inventions, Material	SRSS Inquiries in Sociology "Social Change and the Bicycle" pp 231-237 "The Impact of Mining and Manufacturing" "Bantu in Mine and Factory" Appendix "T" pp 1-11 in "Cultural Patterns" (from Fenton: Ibid above)		Act. 11 A. Split the readings and exchange information	pairs	2 days
			B. Record the evidence concerning "cultural change hypothesis"	indv.	
	Film: "The American Road" #11003 Ford Film Library, Dearborn Michigan		Act. 12 A. Observe	class	
			B. Record the evidence concerning "cultural change hypothesis"	indv.	
Change Factors: Transformation-Social Engineering, Reform	AEP Anthropology "Culture Meets the Brainwashers" pp 53-56 Chase, "Reforming the Reformers" pp 221-231 Rose, "The Chaotic Society" by Philip Hauser, pp 857-876		Act. 13 A. Read/Discuss B. Assign a good student to Rose and have a report to the balance of the class. C. Record the evidence concerning "cultural change hypothesis"	indv	1 day

Mod: Sociology-Anthropology Focal Concept: Patterned Behavior Concept: 3. Cultural Change

Explainers	Materials	Skills	Activities	Dist.	Time
Change Factors: Detachment-Marginality	Urich. Alienation "Detroit Through the Bottle of Wine" pp 2-4 SRSS Social Organizations "The Jazz Musician and the Square World" pp 165-173 Rubington and Weinberg (ed) Deviance and Interactionist Perspection , MacMillian New York, 1968 Simmons, J.L. "Maintaining Deviant Beliefs" pp. 279-285		Act. 14 A. Read/Discuss B. Assign a good student to Rubington and have a report to the balance of the class. C. Record the evidence concerning "cultural change hypothesis"	indv.	
	Film: "The Detached American" (Joint		Act. 15 A. Observe B. Record the evidence concerning "cultural change hypothesis"	class or indv.	1 or 2
Change Factors: Detachment - Subcultures, Contracultures 2.	SRSS Inquiries in Sociology "Adolescent Cultures and Contra-cultures" pp 54-56 AEP Anthropology 1. "Subculture of Childhood" pp 23-24 2. "Can Israel Heal Its Cultural Split pp 29-32 3. "Sealca Indians Cling to Tribal Unity" pp 33-36		Act. 16 A. All read SRSS and Handout. Split readings and exchange information. B. Pairs are to develop answers to the following questions as well as gather evidence: 1. How did the official and the sub-culture come into existence in the first place? 2. What Social forces exert pressure to maintain the sub-culture? Assign 2 good students to Rubington and Rose and have them report to the balance of the class	pairs	1

Mod: Sociology-Anthropology Focal Concept: Patterned Behavior Concept: 3. Cultural Change

Explainers	Materials	Skills	Activities	Dist.	Time
	4. "Could a Flag Make a Nation" pp 43-46 5. "New Faith, New Identity" pp 37-38 Handout: "~~Why~~ They'd Rather Do Their Own Thing" by Seymour Hallech. (3 pages) (from This Week, Mar. 16, 1969) Rubington. "A Theory of Subcultures" pp 209-211 "Delinquent Subcultures" pp. 211-212 Rose. pp. 800-809 (Also in American Sociological Review #25, 1960. pp 625-635		D. Record the evidence concerning "cultural change hypothesis" E. After Rose report instructor should aid in clarifying distinction between sub and contra-cultures.	pairs to indv.	1 day
Cultural Change Conclusion	SRSS Inquiries in Sociology "Once Over Lightly" page 311 Chase: "Cultural Chasm" pp 88-95 "Revolt in the Desert" pp 95-106		Act. 17 A. Read/Discuss B. Record the evidence concerning "cultural change hypothesis"	indv	1 day

Mod: Sociology-Anthropology Focal Concept: Patterned Behavior Concept: 3. Cultural Change

Explainers	Materials	Skills	Activities	Dist.	Time
			Act. 18 Homework Assignment: Form a conclusion to you "cultural change" hypothesis using various evidences you have collected. State your original hypotheses. If your hypothesis was refuted--restate it in light of the added evidence. Include in your conclusion answers to the following: 1. What are the causes of division? 2. What are the types of change evident?		
			(See the American Society) I.M. (developed under this Project), concept "Social Values" for additional materials and information concerning cultural change)		

Mod: Sociology-Anthropology Focal Concept: Patterned Behavior Concept: 4. Institution Analysis

Explainers	Activities ~~Materials~~	Skills	~~Activities~~ Materials	Dist.	Time
Note: The reader is cautioned to observe that "Activities" and "Materials" sections of the format have exchanged places for the explainers "Marriage and Family". Additionally, it should be noted that these two explainers are the background for the last explainer "Conflict Resolution". "Application" of the "Problem--hypothesis--test--conclude--apply" sequence will thus be the objective of this concept.					
Marriage: Functions	Act. 1 A. All read Goode & Greenfield B. Develop a hypothesis concerning the functions of marriage. C. Assign one student to Otto and have him report to the balance of the class.		Goode, William J. The Family, "Biological Bases of the Family" pp 8-18 Handout: Greenfield, Sidney M. "Love and Marriage in Modern America: A Functional Analysis" Sociological Quarterly. 1965, 1966, pages 361-377 (Also in Hadden and Borgatta. Marriage and the Family, F.E. Peacock. Itasca, Ill. 1969. pages 244-253) Otto, Herbert A. (ed) The Family in Search For A Future. Appleton-Century-Crafts. New York, 1970.	indv.	1 day
Marriage: Participant Characteristics	Act. 2 A. All read B & S and SRSS Inquiry in Sociology. B. Split and exchange information on others. C. Assign one student to Winick. Have him report to the balance of the class at the end of the period. D. Record evidence for hypothesis.		SES B & S "Watching of Social Characteristics in Man" p 39-42 SRSS Inquiries in Sociology, "Whom Will I Marry" p 158-159 SRSS Life in Families 1) "Who Marries Whom?" pp 51-61 2) "Husbands and Wives: Middle Class and Working Class" pp 92-102 Age at, SRSS, Inquiries in Sociology 1) "Hopi" p 23 2)"U.S" p 69 SRSS, Life in Families, "Young Marriages" pp 62-75 "The Changing Lives of Women" pp 76-84 Winick, Charles. "The Beige Epoch: Depolarization of Sex Roles in America" The Annals, 1968, 376, pp 18-24. (Also in Hadden and Borgatta, Marriage and the Family)	pairs to indv.	1 day

Mod: Sociology-Anthropology Focal Concept: Patterned Behavior Concept: 4. Institution Analysis

Explainers	Activities	Skills	Materials	Dist.	Time
Marriage: Variations	Act. 3 A. All read B & S B. Split and exchange information on others		B & S "Marriage" pp 38-39 SRSS Inquiries in Sociology 1) Among Irish Farm Families, page 17 2) Among Rajputs, page 20 SRSS Social Organizations "The Marriage Broker in Japan" pp 137-144	pairs	1 day
Marriage: Rating and Dating	C. Assign one very good student to Eckland and have him report to the balance of the class at the end of the period.		Goode 1)"Mate Selection and Marriage" pp. 31-37 2)"Class, Position, and Family Variables" pp 81-82 3)"Homogamy and Upward Mobility" pp 82-84 Eckland, Bruce "Theories of Mate Selection" Eugenic Quarterly, 1968, 15, pp 71-84. (Also in Hadden and Borgatta pp. 222-234		
Marriage: Romantic Love	Act. 4 A. All read SRSS materials plus Greenfield article used previously B. Split and exchange information on others C. Record evidence for hypothesis		SRSS Inquiries in Sociology 1st 2 column page 54 SRSS Life in Families "American Ideals of Love and Marriage" pp 23-30 "Romantic Love: Asian and American" pp 40-50 Goode, "Love as a Factor in Marriage" pp 37-43	pairs	1 day
Marriage: Strains			SRSS Life in Families "Husbands and Wives: Middle Class and Working Class" pp 92-102 Goode 1) "Legitimacy and Illegitimacy" pp 19-30 2) "Sex Roles" pp 71-72 3) "Marital Adjustment" pp 72-73 4) "Husband-Wife Bonds and the Social Network" pp 73-74 5) "Authority of the Male" pp 74-75 6) "The Working Mother" pp 76-77		

Mod: Sociology-Anthropology Focal Concept: Patterned Behavior Concept: 4. Institution Analysis

Explainers	Activities	Skills	Materials	Dist.	Time
Marriage: Divorce	Act. 5 A. All read SRSS B. Split and exchange information on others D. Record evidence for hypothesis		B & S "Divorce" pp 42-44 SRSS *Life in Families* "Which Married Couples Part?" pp 85-91 Goode "Class Position and Divorce" pp 88-90 "Dissolution of Family Role Systems" pp 91-100	pairs	1 day
Marriage: Contemporary Alternatives			Lecture		
	Act. 6 Homework Assignment: Form a conclusion to your "institution analysis" hypothesis using various evidences you have collected. State your original hypotheses. If your hypothesis was refuted--restate it in light of the added evidence.				

Mod: Sociology-Anthropology Focal Concept: Patterned Behavior Concept: 4. Institution Analysis

Explainers	Activities	Skills	~~Activities~~ Materials	Dist.	Time
Family: Origins	Act. 7 A. Mini-lecture "Origins of the Family"		Instructor source:"Family Forms and Variations Historically Considered" Christensen, Harold T. Handbook of Marriage and the Family. Rand McNally, Chicago 1964. pp. 403-461	class	1 day
Family: Universality	B. Assign two good students to report to balance of class on Reiss and White		SRSS Life in Families pp 1-9 Goode 1) "The Family as an Element in the Social Structure" pp 1-8 2) "Conclusion" pp 116-117 Reiss, Ira L. "The Universality of the Family: A Conceptual Analysis" Journal of Marriage and the Family, 27, Nov. 1965		
Family: Incest and Endogamy			B & S, "Taboo Against Incest" pp 45-46 For a different view of incest see: White, Leslie A. The Science of Culture Grove Press, New York 1949 "The Definition and Prohibition of Incest" pp 303-329 (Also in American Anthropology, July-Sept. 1948. p 416-?)		
Family: Functions	Act. 8 Read/Discuss		SRSS Inquiries in Sociology "The Family" pp 99-109 (entire section goes to 144) Mead "Family" pp 170-171 Handouts: 1) Appendix P-1, pp 1-5 in "Cultural Patterns" (from Edel. The Story of People, pp 74-78) 2) "The Family" (5 pages)	indv	1 day

Mod: Sociology-Anthropology Focal Concept: Patterned Behavior Concept: 4. Institution Analysis

Explainers	Activities ~~Materials~~	Skills	~~Activities~~ Materials	Dist.	Time
Family: Variations	Act. 9 A. All read SRSS and B & S materials B. Split balance and trade information		B & S "Nuclear and Extended Families" SRSS Inquiries in Sociology extended from pp 101-102 AEP Anthropology "Matrilineal Society" pp. 3-4 SRSS Life In Families "The Many Forms of the Family" pp 10-22 Goode 1) "Forms of the Household" pp 44-55 2) "Organized Descent Groupings" pp 56-66	groups of three	1 day
Family: Cycle			B & S "The Family" pp 36-37 SRSS Life in Families pp 31-39 "The Cycle of Family Life" Goode "Life Cycle of the Family" pp 68-69		
Family: Maternity			B & S "Demography" "Demographic Transition" these four on pp 17-22 "Fertility" "Mortality" Mead, "Maternal and Child Care" pp 204-216 SRSS Inquiries in Sociology page 102 Goode 1) "Industrialization and Fertility" pp 110-112 2) "Sex Roles and Fertility" pp 112-114		
			Bill Cosby Recording: "What Do Women Talk About?"		

Mod: Sociology-Anthropology Focal Concept: Patterned Behavior Concept: 4. Institution Analysis

Explainers	Activities ~~Materials~~	Skills	~~Activities~~ Materials	Dist.	Time
Family: Children	Act. 10 A. All read SRSS Inquiries in Sociology and Urick B. Split the balance and discuss C. Assign 2 good students Rossi and Green articles to report on to balance of class		SRSS Inquiries in Sociology 1) "The Sociology of the Parent Youth Conflict" pp 57-67 2) "The Adolescent Self Image" pp 70-75 3) "Relating two Theories of Rebellion" pp 79-81 SRSS Life in Families 1) "The Family Chores: County and City" pp 103-118 2) "Parents and Children: Middle Class and Working Class" pp 130-138 3) "Politics and the Rebellious Adolescent" pp 177-188 Urick, Permissiveness "The Permissive Society" pp 75-77 Goode 1)"Sexual Division of Labor" pp 69-70 2) "Achievement Motivation" pp 77-78 3) "Children and Family Dissolution" pp 101-102 Rossi, Alice, "Transition to Parenthood" in Journal of Marriage and the Family, 1968, page 26-? (also in Skolnick and Skolnick (ed) Family in Transition Little Brown and Company, Boston, MA, 1971 pp 331-342 Green, Arnold. "The Middle Class Male Child and Neurosis" American Sociological Review,XI, Feb. 1946, pp 31-44 (also in Bell and Vogel. A Modern Introduction to the Family. Free Press, New York, 1968, pp 618-627	group of four	1 day

Mod: Sociology-Anthropology Focal Concept: Patterned Behavior Concept: 4. Institution Analysis

Explainers	Activities ~~Materials~~	Skills	~~Activities~~ Materials	Dist.	Time
Family: Values	Act. 11 A. All read B & S and SRSS Social Organizations B. Split other two and discuss C. Assign 3 good students to Rosen and Slater articles to report to the balance of the class.		SRSS Life in Families "The Family and Ambition" pp 168-176 Rosen, Bernard, "Family Structure and Achievement Motivation" American Sociological Review, 1961 begins page 574 Slater, Philip, "Social Limitations on Libidinal Withdrawal" American Sociological Review, 1963, pp 339-364 (Also in Case, Rose Lamb. The Family: Its Structure and Functions St. Martins Press, New York. 1964, pp 220-247	pairs	1 day
Family: Outside Influences			B & S 1) "Social Institutions" page 36 2) "Effect of Industrialization" page 56 SRSS Social Organizations "Office, Factory, and Store, Interest with the Family" page 18-26 SRSS Life in Families "The Family Circle: Country and City" pp 119-129 Slater, Philip, "Social Change and the Democratic Family" pp 20-52 in Bennis and Slater The Temporary Society. Harper and Row. New York, 1964.		
Family: Strains	Act. 12 A. All read SRSS and "Poor Scholar's Soliloquy" B. Split the balance and discuss the rest C. Assign a good student to Davis articles to report to balance of class		SRSS Life in Families "Social Change and Parent - Youth Conflict" pp 139-150. Urick 1) "She's Leaving Home" pp 1-2 2) "Sunday Dinner in Brooklyn" pp17-23 3) "Poor Scholar's Soliloquy" pp 52-54 4) "The High School Dropout" pp 189-202		

Mod: Sociology-Anthropology Focal Concept: Patterned Behavior Concept: Institution Analysis

Explainers	Activities	Skills	Materials	Dist.	Time
Family: Strains continued			Goode 1) "Legitimacy and Illigitamacy" pp 19-30 2) "Dependence and Indepence in the Child" pp 78-79 3) "Differential Family Control" pp 84-86 4) "Class Stability" p 86 5) "Stratification and Family Roles" pp 86-88 6) "Dissolution of Family Role Systems" pp 91-96 7) "Industrialization and the Family" pp 108-109 8) "The 'Fit' between Industrialism and the Conjugal Family" pp 109-110 Davis, Kingsley "The Sociology of Parents-Youth Conflict" American Sociological Review , Vol. V August 1940, pp 523-535 (Also in Coner, pp 455-471)		
Family: The One- Parent Family	Act. 13 A. All read Goode, 103-108 B. Split the balance and discuss. C. Assign one student to the Glosser and Navarre article to report to the balance of the class.		Goode 1) "Sexual Adjustment and Divorce" p 97 2) "Sex Roles and Divorce" p 97-98 3) "Adjustment to Death and Divorce" pp 98-100 Glosser, Paul and Navarre, Elizabeth "Structural Problems of the One-Parent Family" Journal of Social Issues, January 1965, pp 98-109	groups of four	1 day
Family: Contemporary Alternatives			SRSS Life In Families 1) "Planned Change: the Modern Family in the USSR" pp 203-215 2) "Unplanned Change: the Modern Japanese Family" pp 216-226 Goode 1) "Changes in Family Patterns" pp 103-108 2) "Effect of the Family on Industrialization" pp 114-116		

Mod: Sociology-Anthropology Focal Concept: Patterned Behavior Concept: 4. Institution Analysis

Explainers	Activities	Skills	Materials	Dist.	Time
Family: Contemporary Alternatives continued			*Look* Magazine, January 26, 1971 Special issue on "The American Family" Instructor should be familiar with the Otto reader previously mentioned.		
Conflict Resolution: Marriage and Family	Act. 14 A. Read/Discuss B. Pass out "Take Home Final" which is due on last day of class.		Handout: Blood, Robert. "Resolving Family Conflicts" Journal of Conflict Resolution, 1960, 4, pp 209-219 (Also in Hadden and Borgatta pp 293-302) Urick "Can Parents Help" pp 83-85 "A Bill of Rights for Kids" pp 96-97 Handout: "Take Home Final" 1) Support one of the following hypotheses concerning the "cultural determinist ______ individualist" controversy. - "Culture can prescribe whether or not a person is more likely to fall in love with a fat or a thin person. Indeed, it can determine if a person will fall in love at all" - We are living bones and muscle sewn in dead-men's skins" - "Culture is the hand of the dead on the shoulder of the living" - "One real good thing about ancestors and their actions is that they are buried" 2) Discuss briefly the "nature of science". Include in your answer something about the values of scientists, theory building, theory testing, the methods that scientists use, and some threats to validity. 3) Give a specific instance of a "social act".		1 day

Mod: Sociology-Anthropology Focal Concept: Patterned Behavior Concept: 4. Institution Analysis

Explainers	Activities	Skills	Materials	Dist.	Time
Conflict Resolution: Marriage and Family continued			4) Describe how one "organization of social control" exhibits control in your life. 5) State five customs that you feel should be eliminated from U.S. Culture. After each, state why you feel they should be eliminated. 6) Choose a factor concerning cultural change and explain that factor. Give some specific examples. 7) Argue either for or against "Patterned Behavior" being the "focal concept" of this I.M.		
	Act. 15 People will be "married" and each day presented with a situation which they must work out "together". During the last ½ of the period each "couple" will explain to the balance of the class how they resolved the issue. One student will act as a "marriage counselor". If there are students who do not wish to participate in any way (and possibly those who would not care to be in the room) an alternate independent study assignment should be developed for them. No one should be forced, coerced or intimidated into participating.			pairs	5 days
	1st day will be the "Bob MetKy" situation.		SRSS Inquiries in Sociology pp 132-141, (Instructors Guide, 135-136)	pairs	
	Other days could involve some of the following issues or hundreds of other variations: - Wife has crushed a fender of the new car. - Husband comes home at 2:30 A.M. inebriated (snockered) and was supposed to be in at midnight.				

Mod: Sociology-Anthropology Focal Concept: Patterned Behavior Concept: 4. Institution Analysis

Explainers	~~Activities~~ ~~Materials~~ XXXXXXXXXX	Skills	XXXXXXXXX Materials	Dist.	Time
Conflict Resolution: Marriage and Family continued	- Youngest child of three falls from a tree and is not expected to live. - John (age 14) claims discriminatory practices towards him by both parents who (he says) favor Susie Q (age 17). - Husband brings home a new car with never a word in advance. - Wife feels she's "been ignored" by husband who thinks too much about his job. - Family of four can't agree on where to go for vacation. Invite a marriage counselor to talk with the class			class	1 day
Conclusion	Act. 16 1) Retake the questionaire. 2) Place identifying marks under period number in upper right hand corner. 3) Tabulate the results--2 students can do this. 4) Have students pick up "1st take" paper. 5) Follow SRSS Directions for "pairs of questions" 6) Pass out "data sheet" and give "1st take" data. 7) Tabulation of "2nd take" should now be done- give out this information		Handouts: 1) "What Do You Think" 2) "Data Sheet" for above.	indv.	1 day
	Act. 17 Discuss "take home" final		Student's written exams		

NOTES TO THE INSTRUCTOR

I.M. Economics

Classification - Elective-227 Time Allocation: 12 Weeks

Focal Concept: Scarcity
 Concept 1. Choices
 Concept 2. Factors of Production
 Concept 3. Modified Market Economy in the U.S.

On teaching this Instructional Module:

The conceptual diagram presented here can only be used in conjunction with other needed course guides.

The following two syllabi are available through the District's Social Studies Coordinator's office at the E.S.C.:

1. Economics, American Studies III, Course sequence, by Lee Stewart. Summer 1968.
2. U.S. Economy, Project #71, Summer 1969, by Darrel Larson and Richard Pitner.

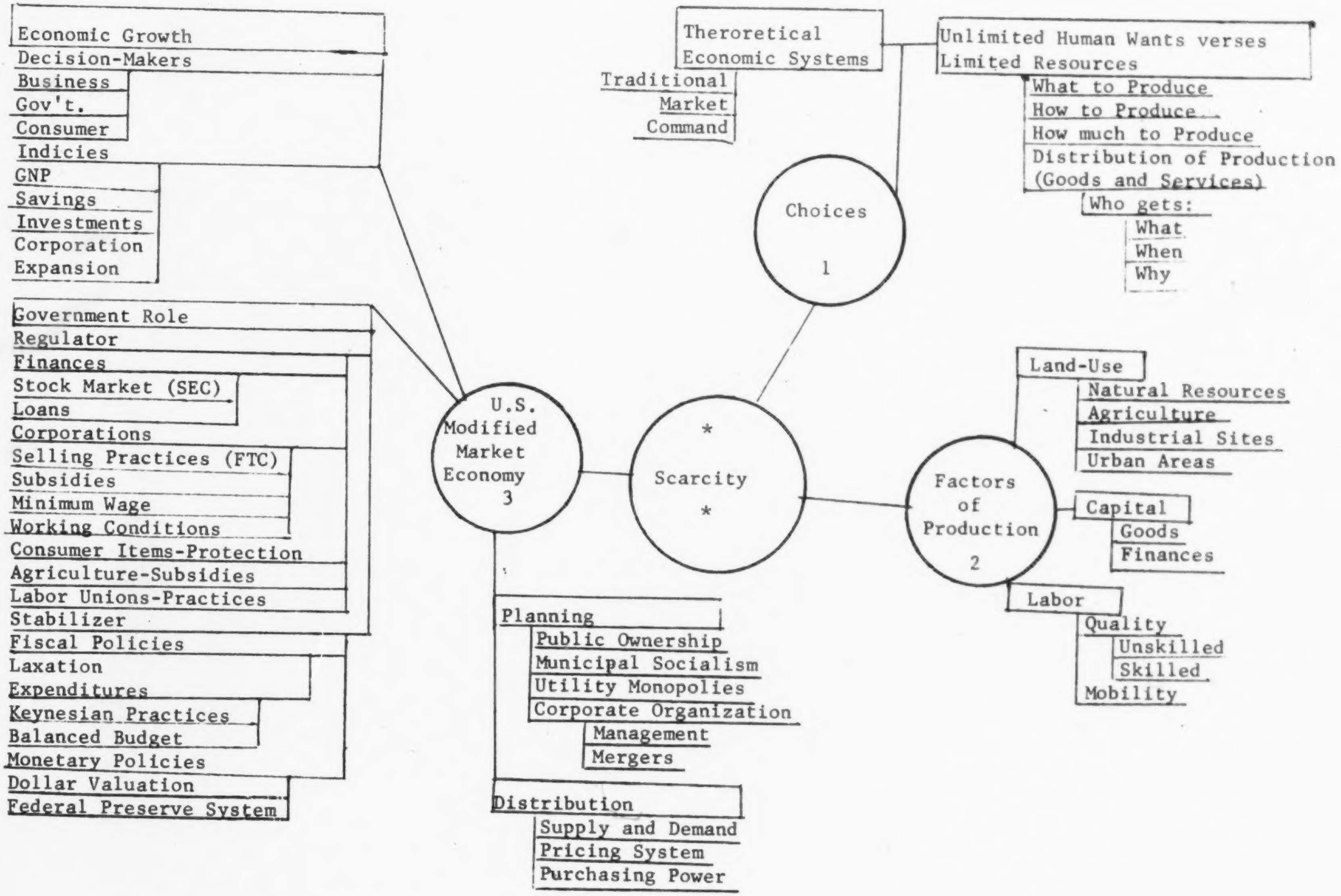
Working with these instructor guidelines, a workable basic economics course can be presented and organized around this conceptual organization.

A Note on Student Sources:

The following books, reinforced by appropriate and useful reprint articles, are recommended in teaching the instructional module Economics.

1. Comparitive Economic Systems, an inquiry approach, J. R. Coleman
2. The Economic Process, M. R. Dougherty and C. H. Madden
3. The Economic Process: Inquiry and Challenge, R. S. Iman and E. Murphy
4. The Making of Economic Society, R. L. Heilbroner
5. Readings and Cases in Economics, D. S. Ammer
6. Capitalism and Freedom, Milton Friedman
7. Introduction to Economic Science, George Soule
8. Beginning Readings in Economics, ed. L. de Rycke
9. Issues In American History, ed. Gerald D. Nash
10. Council for Advancement of Secondary Education, (CASE) series
    a. American Capitalism, An Introduction, Leamer and Thomson
    b. Capitalism and other Economic Systems, Balwin Lee
    c. Money and Banking in the American Economy, de Rycke
    d. Beginning Readings in Economics, L. de Rycke

ECONOMICS


Scarcity
Choices 1
Factors of Production 2
U.S. Modified Market Economy 3
Theroretical Economic Systems
Traditional
Market
Command
Unlimited Human Wants verses Limited Resources
What to Produce
How to Produce
How much to Produce
Distribution of Production (Goods and Services)
Who gets:
What
When
Why
Land-Use
Natural Resources
Agriculture
Industrial Sites
Urban Areas
Capital
Goods
Finances
Labor
Quality
Unskilled
Skilled
Mobility
Planning
Public Ownership
Municipal Socialism
Utility Monopolies
Corporate Organization
Management
Mergers
Distribution
Supply and Demand
Pricing System
Purchasing Power
Economic Growth
Decision-Makers
Business
Gov't.
Consumer
Indicies
GNP
Savings
Investments
Corporation
Expansion
Government Role
Regulator
Finances
Stock Market (SEC)
Loans
Corporations
Selling Practices (FTC)
Subsidies
Minimum Wage
Working Conditions
Consumer Items-Protection
Agriculture-Subsidies
Labor Unions-Practices
Stabilizer
Fiscal Policies
Laxation
Expenditures
Keynesian Practices
Balanced Budget
Monetary Policies
Dollar Valuation
Federal Preserve System

NOTES TO THE INSTRUCTOR

I.M.: Cultural Areas

Classification: Elective Course Time Allocation: 12 weeks

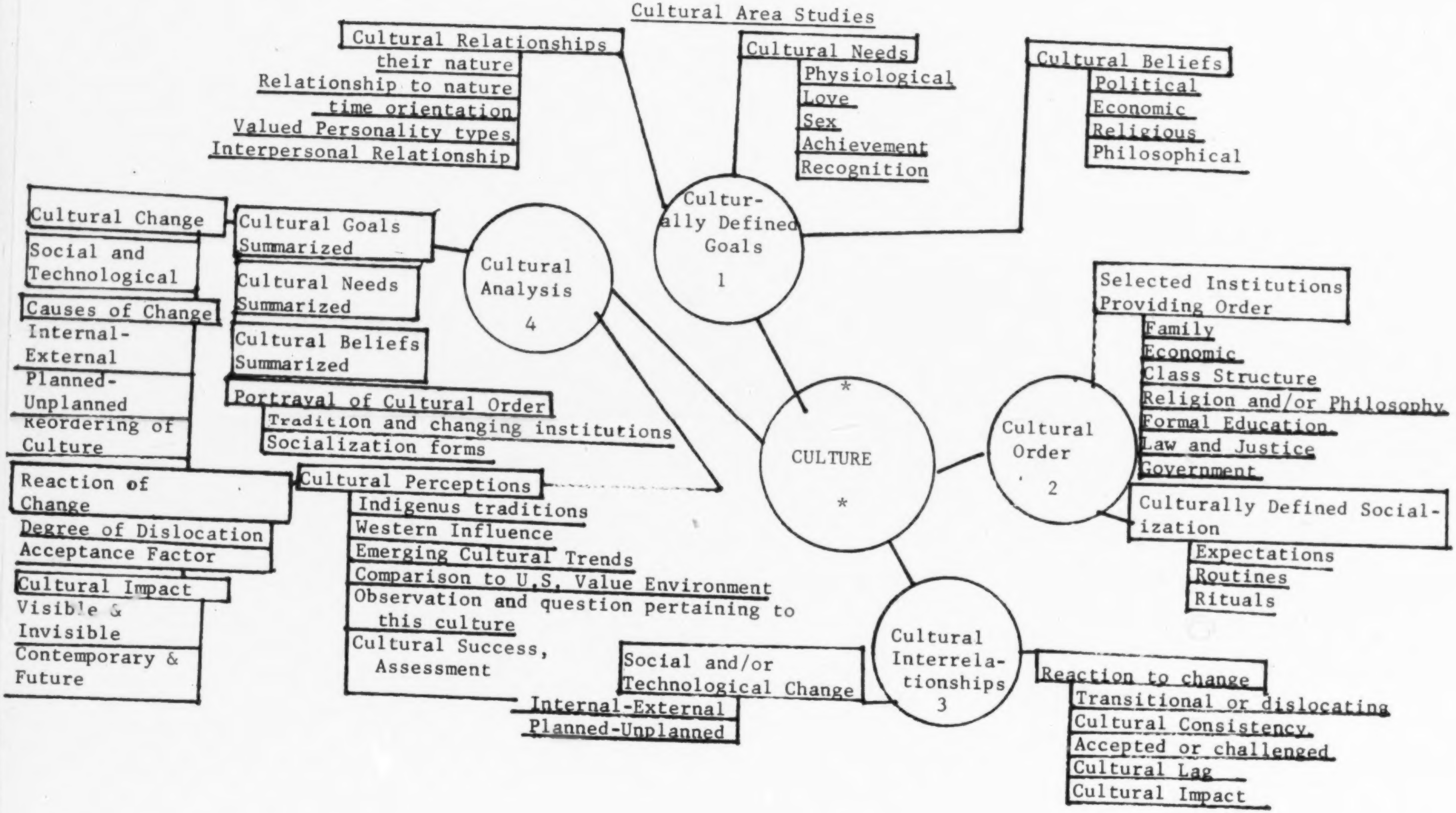
Concepts used which dictate the organization and teaching of this I.M.:
Focal Concept: Culture
Concept 1. Culturally Defined Goals
Concept 2. Cultural Order
Concept 3. Cultural Interrelationships
Concept 4. Cultural Analysis

Concerning Student Resources:

Many available sources, print and non print, are available for use in this I.M. Most were formally used in the World Cultures core courses. These materials will be adequate for work in the Cultural Studies areas of:
Latin America, India, China and Asian Studies, Africa, USSR and the Middle East.
Where additional sources are desired, such as in European Cultures or in the contemporary dimension, the instructor will have to rely on current article reprints, magazines and library sources. No one or series of specific title texts is deemed absolutely essential. A variety of sources is recommended; a good beginning is the use of the Stravrianos series, "A Culture Area in Perspective."

Concerning Teaching and Resource Guides:

Various syllabi are available through the District's Social Studies Coordinator's office. Included among them are the Resource Guides for teaching the World Cultures units (India, China, Latin America, the USSR) and subsequent syllabi produced under various summer extended assignment work dealing with India, USSR, Latin America, Asian Studies, and Africa. A number of teaching strategies and assignment situations are presented in these guides, together with additional content materials. All of these units and formerly separated instructional modules should be present before one attempts to successfully use the organization provided in this Culture Area Studies course. All of the formerly separated segments of the World Cultures sequences appear as cultural area selection options in this umbrella organization of cultural study presentations.


Cultural Area Studies
CULTURE
Cultur-ally Defined Goals 1
Cultural Relationships
their nature
Relationship to nature
time orientation
Valued Personality types
Interpersonal Relationship
Cultural Needs
Physiological
Love
Sex
Achievement
Recognition
Cultural Beliefs
Political
Economic
Religious
Philosophical
Cultural Order 2
Selected Institutions Providing Order
Family
Economic
Class Structure
Religion and/or Philosophy
Formal Education
Law and Justice
Government
Culturally Defined Social-ization
Expectations
Routines
Rituals
Cultural Interrela-tionships 3
Reaction to change
Transitional or dislocating
Cultural Consistency
Accepted or challenged
Cultural Lag
Cultural Impact
Social and/or Technological Change
Internal-External
Planned-Unplanned
Cultural Analysis 4
Cultural Goals Summarized
Cultural Needs Summarized
Cultural Beliefs Summarized
Portrayal of Cultural Order
Tradition and changing institutions
Socialization forms
Cultural Perceptions
Indigenus traditions
Western Influence
Emerging Cultural Trends
Comparison to U.S. Value Environment
Observation and question pertaining to this culture
Cultural Success, Assessment
Cultural Change
Social and Technological
Causes of Change
Internal-External
Planned-Unplanned
Reordering of Culture
Reaction of Change
Degree of Dislocation
Acceptance Factor
Cultural Impact
Visible & Invisible
Contemporary & Future

ORGANIZATION OF THE I.M. CULTURAL AREA STUDIES

The basis of this course will involve these situations:

1. By way of carefully organized "mini lectures" of not over 15-20 minutes each, survey the basic 7 cultural areas offered as study options in this course:
    a. India
    b. USSR
    c. Middle East
    d. Latin America
    e. Africa
    f. Asian Areas
    g. European Regions

Attempt to present inquiring ideas concerning the uniqueness, operation, dilemmas and goals of that cultural area to stimulate student interest and to provide a basic beginning point of elementary knowledge in each study area. A carefully selected survey form, filmstrip or film could be used with each area.

2. Presentation of our "Cultural Model" as a unifying tool and framework for examining any selected cultural area that will be studies. This should provide a structured yet open-ended and undictated unfolding of this I.M.

3. Careful explanation of the organization of Cultural Area Studies.
    a. Introduction, survey of all seven Cultural Areas, use of the Cultural Model. This could include an introductory area reading situation. (estimated 5-10 days)
    b. Explanation of student work contract options--
        1. Three - three week or two four week studies of the Cultural Areas offered.
        2. Fullfilling the requirements of this study as to reading, oral and written summaries, application, testing and most important, classroom presentation. (Two weeks study; one week consideration)
        3. Ample time and, required effective class presentation with consideration of the students work. A presentation and response atmosphere.
        4. Provisions for individual, small group and class endeavors.
        5. Letter-writing seeking replies to predetermined questions.
        6. Students teaching other students, with the instructor acting as class, director, production producer and resource person.
        7. Concluding analysis and reflection on utilized models, assumptions, student observations, (estimated 5 days) pertaining to aspects of various cultural areas studies. This would include work toward a "Cultural Divinity and its Implications", student conclusion work and a position paper.

KSSP

AN INTERACTIVE CULTURAL MODEL

Note: No one section acts independently, but rather all are interdependent.

GOALS

1. Relationships
   - a. What is the basic human nature of people? (i.e., good - bad? Selfish - unselfish? Changeable - Unchangeable? Aware-Unaware?)
   - b. What is the relationship of people to nature? (control nature - nature control man)
   - c. What is time orientation? (Past, Present, Future)
   - d. What all the valued personality types? (Desired achievable life styles; male, female, youth, middle aged, aged)
   - e. What is the most common way people relate to other people? (Interpersonal relationships, i.e.; cooperative, concerned, rugged individualism)
2. Need Structure
   (i.e.; Physiological, love, sec, achievement, recognition)
3. Ideology
   (Value norm set, i.e.; Democracy, Communism, Reverance for life)

ORDER

Primary Institutions

1. Family
2. Economics
3. Government
4. Justice
5. Education
6. Relisigion and Philosophy
7. Class Structure

PROCESS

Inter-relationships

1. Change (social and/or technological)
   - a. Internal
   - b. External
   - c. Planned
   - d. Unplanned
2. Reaction to Change

Society: A group (fish, wolves, birds, bees, people, etc.) who live together and are bound by a particular structure. A society is not cumulative and therefore is not passed from one generation to another.

Culture: The total way of life,
shared by a people,
who have a common background,
that can be transmitted.
Transmission, (Socialization) is both formal and informal.

Cultures are founded on patterns of beliefs (distinguishes from "society") and the institutions of a culture are constructed so as to implement the patterns of belief. A culture group aims at certain goals and values which they hope to accomplish as a result of their institutions and practices.

Cultural Transition: Change that occurs because of the difficulty each generation has in exactly reproducing the behavior and ideologies of the preceding generation.

When thinking about the culture of the U.S. or of others, the following quotes might well be kept in mind:

(Regarding ones frame-of-reference)

"A great many people think they are thinking,
when they are really rearranging their prejudices."

(Regarding ones standard or measuring stick)

"If one had no defect himself, it would seem that he should not take so much pleasure in noting what he only thinks are defects in others."

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NOTES TO THE INSTRUCTOR

I.M.: Contemporary World Problems

Classification: Elective		Time Alloted: 12 weeks

Focal Concept: Interpreting and Analizing Our Times
Concept 1. Analysis of the Mass Media
Concept 2. Values: Sources and Expressions
Concept 3. Current Community Issues

On Teaching this Instructional module:

This course is designed to allow an educational setting to occur in a non text book, blackboard, lecture manner. Students are encouraged to consider various aspects of the process of reporting, presenting, discussing and interpreting information. Then, selected questions or issues will be considered in the light of our interpreting and analyzing basis.

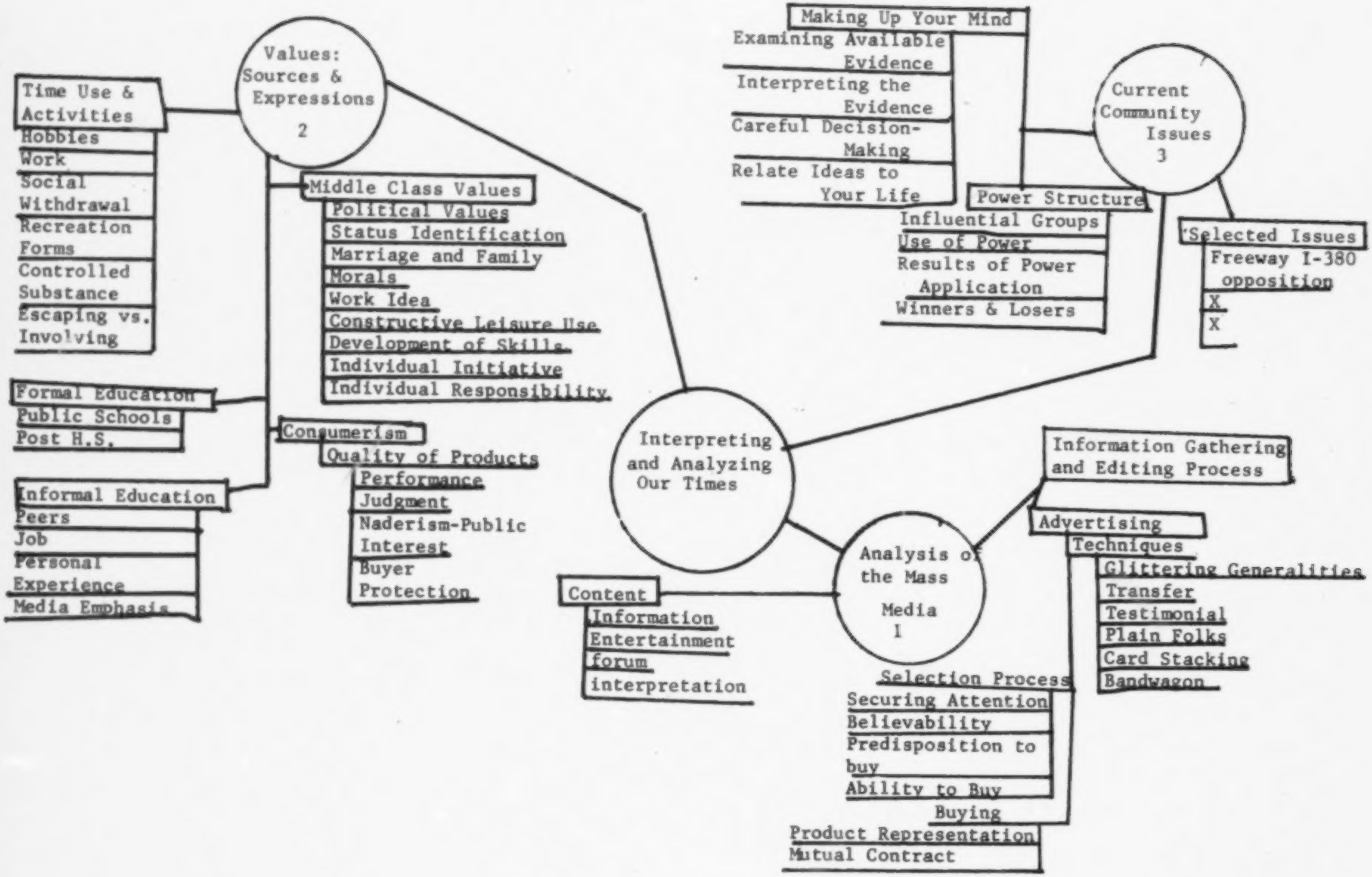
If a number of our students are normally "turned off" by regular classroom approaches, then this format should prove to be very useful. Hopefully the stress on method will provide a practicle way to introduce a "current affairs" and personal interest viewpoint in the classroom.

A note on student sources:

Students in Contemporary World Problems should be pressed to use and consider community information sources, TV, radio, newspapers, magazines, movies and any other appropriate form.
We strongly recommend the use of student aimed periodicals, such as:
"Synopsis"
"American Observer"
"Senior Scholastic"
Several Others are Available
and the use of daily newspapers in the classroom; the Cedar Rapids Gazette, or the Des Moines Register.
No specific text has been provided or recommended for this course.

Elective-_.

CONTEMPORARY WORLD PROBLEMS


Values: Sources & Expressions 2
Time Use & Activities
Hobbies
Work
Social Withdrawal
Recreation Forms
Controlled Substance
Escaping vs. Involving
Formal Education
Public Schools
Post H.S.
Informal Education
Peers
Job
Personal Experience
Media Emphasis
Middle Class Values
Political Values
Status Identification
Marriage and Family
Morals
Work Idea
Constructive Leisure Use
Development of Skills
Individual Initiative
Individual Responsibility
Consumerism
Quality of Products
Performance
Judgment
Naderism-Public Interest
Buyer Protection
Interpreting and Analyzing Our Times
Making Up Your Mind
Examining Available Evidence
Interpreting the Evidence
Careful Decision-Making
Relate Ideas to Your Life
Current Community Issues 3
Power Structure
Influential Groups
Use of Power
Results of Power Application
Winners & Losers
Selected Issues
Freeway I-380 opposition
X
X
Analysis of the Mass Media 1
Content
Information
Entertainment
forum
interpretation
Information Gathering and Editing Process
Advertising Techniques
Glittering Generalities
Transfer
Testimonial
Plain Folks
Card Stacking
Bandwagon
Selection Process
Securing Attention
Believability
Predisposition to buy
Ability to Buy
Buying
Product Representation
Mutual Contract

NOTES TO THE INSTRUCTOR

I.M.: Independent Study

Classification: Elective, with consent of the Social Studies staff

Time Allocated: 12 weeks, 1 term

*Please refer to the "Independent Study Application and Proposal" on the following page.

Premises Underlying Independent Study Provisions:

1. That this provision is intended for highly motivated-intense interest study situations.
2. That it requires a good amount of self discipline from the student and a committment of interest, time and patience from the supervising instructor.
3. That more, not less, work should be evidence in the preparation and final product or concluding point of this study provision than would be true in a regular classroom course of comparable duration.
4. That the student will make paced, planned, and steady progress as he or she works in developing their project. This helps explain the required regular consultation situation.
5. That a student-subject to needed self discipline, work, and interest, can obtain:
   a. beneficial learning experience from engaging in a guided independent study provision.
   b. That a proposed project will be approved only after the proposal is thoroughly discussed by the candidate and two staff members, and subject to terms of an independent study contract.
7. That an approved independent study contract becomes a performance contract, stipulating what must be done, how, when and under what specific terms. Any unapproved deviance from the mutually agreed to perfromance contract may cause the student to lose credit or grade evaluation.

A note on supervising independent study students:

The experiences at Kennedy with this provision have been none too favorable. Students and sometimes teachers procrastinate in their work progression. Too often performance levels have been low or inadequate. Therefore, it should be difficult for a student to obtain approval for any proposed independent study project. The student and proposal should be sincere, creative, meritorious and indicate careful planning. The instructor must not slight the student on matters concerning consultation time and meetings. With clarity, consistency, and fairness, the work with a student developing an independent study contract can be pleasant, successful, and a mutually beneficial learning experience.

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Kennedy Social Studies Program
Independent Study Application and Proposal

Name ____

Class __________ Hour registered for Social Studies ____ Today's date ______

Have you successfully taken your minimum social studies requirement of 3 - USR's
and 1 - GR's ______. Question on Independent Study ______________________.
Independent Study's Director check and initial on this ______________.
Grades in social studies o.k.? ______.

PROPOSAL

What is the area and nature of your proposed independent study work?

Topic ____

____.

What you want to do with this topic - ______________________

____

____

____.

How you propose to do it - ______________________

____

____

____.

What you hope to learn and gain from this effort - ______________

____

____

____.

Why you feel an independent study project is the best way to accomplish what you want to do? ______________________

____.

Your final product or endeavor to be evaluated will be a - ______________

____.

Your choice for a social studies staff advisor on this project - ____________.

*If approved, you will be on contract to a directed independent study situation. You must meet with your Advisor twice a week, and with the Director of Independent Study once a week as you work on your contracted project.

Date the project is due ______________.

Approved ______________

Not approved ______________

CHAPTER FIVE

V. Reference Notes

A. The three staff members who developed this curriculum project are grateful for the opportunity to do this. Any sound steps toward increasing the quality of social studies instruction in the District's schools are appreciated. The developers acknowledge their debt to staff members who constructed other teaching guides and units, without this prior work ours could not have even been attempted with the short time allocated to us for this considerable task.

1. We especially cite the three summer projects - 1969, 1970, 1971 - that came out of Kennedy High School.
2. The four American Studies III basic units that came from Washington High School - 1966, 1977, 1968 - were helpful.

B. The many texts, excepts, reprint articles and handouts required for classroom use are listed in the materials entry of the various I.M. Teaching Guides, or in the "Notes to the Teacher" introductory preface to each of the I.M.'s presented here.